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THE HEROIC CHRIST

A COURSE OF STUDIES FOR CLASSES
IN RELIGIOUS EDUCATION, GLOR-
IFYING THE HEROIC AND KINGLY
QUALITIES IN JESUS CHRIST

BY JOHN L. KEEDY
" "
Minister of the Congregational Church,
North Andover, Mass.

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TEXT BOOKS FOR
RELIGIOUS · EDUCATION

BY JOHN L. KEEDY

THE HEROIC CHRIST

a Course of Study Glorifying the heroic and
kingly qualities in Jesus Christ.

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Work of the Apostles. In preparation.

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EXPLANATION AND SUGGESTION

This course of study is a serious attempt to dignify and make effective the work of religious instruction in our churches. It is the outgrowth of the author's own teaching experience. It was prepared for a class of boys in his own school, and has since been used in manuscript by two other teachers in the same school. It is designed for boys and girls between the ages of twelve and sixteen. The interest of this age is not in truth, but in deeds. The course therefore is Biographical.

This is the age of Moral and Physical Ideals. The effort therefore is to fix upon those qualities of Jesus' character and those incidents in his life which answer to the particular interest of this age—that of Heroism.

At this age Moral Impressions are more important as a means of influence than definite knowledge. The aim therefore is to Glorify and Beautify rather than to clarify. The aim is not to give exhaustive didactic treatment.

Since the effort of the teacher is to make a moral impression, the course does not demand thorough study of the lesson beforehand. With pupils of this age this is difficult to secure. It does assign to pupils definite tasks a week in advance, but relies chiefly upon the Inductive and Constructive Work in the class. It assigns also after-work on the lesson, after interest in the lesson has been created.

The course requires of the pupil Constant Use of the Bible—the pupils and teacher together gathering the material, and reaching and recording conclusions. The method is that of Free Conversation between teacher and pupils.

As used by the author each of the studies constituted a lesson. In the hands of the other teachers it was necessary to continue some of the studies the next Sunday. If the class has its own room the lesson hour can be lengthened to suit conditions. Care must be taken not to move too slowly. Young people like rapid movement. Do not spend too much time upon the first part of the lesson. Reserve ample time for the topics at the end.

Begin each study with a few words like those at the head of the studies, to gain a point of contact and awaken interest. Then with the pupils find the Biblical references and question pupils about them carefully. From these references and from your discussion form an answer to the questions raised in the syllabus. In some cases the teacher's own knowledge is assumed, and must supply the answer. A few notes are given to vary the method.

The answers briefly formulated and as tersely expressed as possible, are to be written by each pupil in the blank spaces in the syllabus. Care must be taken by the teacher in the first few lessons to see that this is done. It will be necessary in the first lessons to state pretty definitely to the pupils what to write. After a time allow pupils to gather from the conversations what to write. Wherever possible draw out the pupil into thought and expression.

If pupils are apt and "are up to it," this material may be cast into the form of a narrative by each pupil during the week, and the narratives brought to the class the next Sunday. One or two of these may be read. One narrative each week can be selected and filed in a Class Portfolio. This may be profusely illustrated, a great deal of time and labor being spent upon it by the pupils. When completed make it a part of the Life of Christ Library. The teacher must decide beforehand how much of this supplementary work he will have done. Do not begin what you can not continue. By emphasizing this written work the course can be made suitable for adult classes. Pupils must use paper of same size.

Each pupil is to illustrate his narratives. Provide pupils with Perry and Brown Catalogues and encourage them to secure illustrations. Old quarterlies will furnish some. Try to get the pupils to do some reading: the Gospels and a good Life of Christ.

Each pupil must have a Bible and a copy of the Pupils' Book. Bibles need not be large, but should have good print. Much patience will be necessary during the first few lessons—pupils will be slow in finding the references. The Revised version is preferable, if for no other reason, on account of the Arabic numerals. On some lessons it is advisable to have each pupil look up all the references. When the lesson is long, or there is a series of references under a topic, assign "a," "b," "c," etc. to the different members, and have them read aloud. Record answer to "a" before reading reference "b." When all the pupils look up the same reference it will conduce to attention and concentration of thought by not always having it read aloud.

It goes without saying that the teacher will look up all the references and make careful preparation beforehand. For side reading the books referred to later will be found helpful. In the class the teacher will have his own Bible and look up with the pupils some of the more important passages. Follow closely the suggestions in this Teachers' Book.

Do not be too eager to state your own opinions and conclusions. Draw out the pupils into thought and expression. Get some kind of an expression from them on each topic, and whenever possible accept their conclusions, and even their wording. Do not let the teaching descend to a mere statement from the teacher of the answers.

A good map is found in the Pupils' Book. Use it freely. A small map like this however has its limitations. A Landscape map of Palestine for class use, published by the Levin-Dechant Co., Phila., for fifty cents, will be a big aid. Keep it constantly before the class.

Desks or tables will be necessary. Do not attempt to get on without them. Use ink or hard lead pencils. A separate room, free from noise and intrusion will be an advantage. Suggest to the pupils that they decorate the room with pictures of scenes in Christ's life: one or two fine large ones nicely framed, with many others, smaller and less expensive. If not beyond your means or ahead of the interest of the class, form with the pupils a Class Library on the Life of Christ. Begin with Smith's Bible Dictionary, and follow with, The Story of Jesus the Nazarene, by Noah K. Davis; Life of Christ,

by Dawson; The Carpenter of Nazareth, by Robert Bird; Geikie's Life of Christ; The Man Christ Jesus, Spear; and others. A good Bible Dictionary will be invaluable for use in the class.

For the examinations, which should be at least three—have the pupils meet at your home or at the church week-day evenings. Have written examinations. Begin with prayer and follow with a social hour.

Remember the aim: Not information, but impression. Hold before you constantly your object: To glorify and beautify Jesus Christ. Do not lose sight of the result you seek: To awaken in your pupils the desire, and form within them the purpose, to lead a Christ-like life and attain a Christ-like character. Put your whole self into your work, remembering that Jesus put his whole self into his.

Explanation of abbreviations: Mark 2: 1, 2, 6, means 2nd chapter, 1st, 2nd and 6th verses. Matt. 5: 6a means first part of 6th verse of fifth chapter. Luke 10: 1 f. or fol. means 1st verse and a few verses following. John 2: 5-10 means all the verses from 5 to 10.

The sower went forth to sow his seed; and as he sowed, some fell by the wayside; and it was trodden under foot, and the birds of the heaven devoured it. And other fell on the rock; and as soon as it grew, it withered away, because it had no moisture. And other fell amidst the thorns; and the thorns grew with it, and choked it. And other fell into the good ground, and grew, and brought forth fruit a hundredfold. He that hath ears to hear, let him hear.

So is the Kingdom of God, as if a man should cast seed upon the earth; and should sleep and rise night and day, and the seed should spring up and grow, he knoweth not how. The earth beareth fruit of herself; first the blade, then the ear, then the full corn in the ear.

1. THE DIVINE SAVIOUR FORETOLD

Ask: Who was the greatest person that ever lived? Let each pupil suggest one name. Ask each one why he thinks so. Question until you get the answer: Jesus Christ. Then ask why he was the greatest. Then state: We are to study about him for the next forty weeks. Explain to the class the method of study to be pursued.

1. Then begin Study 1 by stating: Before Christ was born some great and good men knew he was coming, but did not know for sure what kind of a person he would be. Find Deut. 18: 17-18 where one man tells us what he thinks this great deliverer would be like. Have one pupil read the reference. *A prophet like unto Moses only greater.* Have pupils write those words in the blank space. "a" Then bring out by question that Moses did two things. (1) Heb. 11: 24-25 tells us one thing he did. Have one pupil read it and question until you bring out that *Moses gave up a life of pleasure at Pharaoh's court* in order to help his countrymen who were slaves. (2) Then bring out that *he led them out of bondage.* Have pupils write these results in the blank spaces. "b" Then ask for names of other O. T. prophets, having pupils write down such as they name. Do not try to name them all, nor in order. Be content with *Samuel, Elijah, Elisha, Isaiah, Jeremiah, Ezekiel.* If possible get pupils to name some one thing about each. Do not insist upon it, and pass quickly on if you see they can not. To pupils who have had my course on O. T.

Heroes these names will come easily. "c" After pupils have expressed themselves as to what these prophets did, summarize as follows: (1) *They declared God's truth.* (2) *Stood for national greatness not by arms or statesmanship, but by character.*

2. Other men had other ideas about the Messiah and in Jer. 23: 5-8 we learn what they thought. Have pupils look up reference. Ask what it means. Bring out that these men thought the *Messiah would be a good and great King*, greater than any king the Jews ever had. Have pupils fill this in the blank space "a." Then ask for the names of two great Jewish Kings. Question until you get the names of *David* and *Solomon*, and then bring out by question what each of them did: that *David conquered his enemies and made the Kingdom a large Kingdom*; — Show on map or by your own diagram how small it was when he first became king, and how large it was when he died — that *Solomon brought prosperity and peace to this great country*. The king who was to come would be greater than either of these. Have these results filled in the spaces. "b" This king would have five names or titles. Ask what Washington was called. *Father of his country*. See Isa. 9: 6 for this king's titles: *Wonderful, Counsellor, Divine Hero, Almighty Father, Prince of Peace*.

Then state: This king they said would do certain things. The references tell us what. From these references bring out (1) *That he would right the wrongs and relieve the poor.* (2) *Make peace between nations.* (3) *His kingdom would be wide.* (4) *Some other great kings would send presents to him, and all the other kings of the world would bow before him and serve him.*

3. Now let us see what other men thought the Messiah would be. Read Isa. 52: 13 to 53: 1. Bring out that they *thought he would be a servant or philanthropist or martyr*. Then ask what a servant is, a philanthropist, a martyr. Now what do you think such a man would do? Let us see. The references tell us. Have pupils look up these references and bring out "a" *He would be kind to the poor and needy*. "b" *He would not be a king but a great teacher*. "c" *A great preacher*. "d" *And he would give up his life for others*.

4. Then state: All these fine ideas about the Messiah were lost before Christ came. The Romans conquered the land, and garrisons of soldiers were stationed in all the cities, and compelled the people to pay heavy taxes. Now under such circumstances what did the people think the Messiah would do when he came? The references tell us. Bring out from these that *they thought he would be a temporal king*, would lead an army against the Romans and establish the kingdom again in all the splendor of Solomon.

5. Ask now: What do the Jews today believe about the Messiah? By discussion bring out the following: *They believe that Jesus was not their long-looked-for Messiah; that their Messiah has not come yet, but that he will come and gather them all back to Palestine and build up a great nation*.

6. Then ask: What do we believe? Have pupils read heading under "6." Then ask: How do we know that he was? Look up the references, bringing out by explanation "a" *He said himself that he was*; "b" *His*

disciples said he was; "c" His enemies said he was; "d" The church believes that he was.

Look over the papers and see that the pupils have properly filled in all the material gathered. Explain to them that they are to write up all this material in the form of a chapter for a book; that two or three will be read in class the next Sunday, and that one narrative each Sunday will be selected for the class portfolio.

2. THE BIRTH OF THE CHRIST-CHILD

Have the pupils read their narratives of last lesson. Correct, suggest and commend. Choose one for the class portfolio.

Begin by asking for the names of some great men. Then bring out by question some of the circumstances of their birth. State: We are to find out today about the birth of Christ, the most wonderful person that ever lived.

1. Luke 1: 26 tells us where his parents lived. Then ask "b" allowing pupils to suggest answers before looking up the reference. Under "c" bring out by study of the references, that Ruth, Naomi, Boaz, and David had lived there. Under "d" have pupils measure distance on the map to find answers to these questions. Then ask them to trace the probable route Joseph and Mary would take in going to Bethlehem. How long would it take them if they walked? Permit freedom of answer. These questions are not important, but are added to awaken interest.

2. Begin this section as follows: Sons of kings are

born in palaces. Then ask in what kind of a house Lincoln was born. How about Jesus? Under "b" permit freedom of answer, but bring out that the hotel was full of guests. In failure of pupils to answer "c" ask one of them to read Note 1.

3. Here ask for birthdays of Washington and Lincoln. Then for the birthday of each pupil. Then request one pupil to read Note 2. "b" the meaning of A. D. and B. C. "c" 900 years after David, 400 years after Malachi. "d" Then ask: What day do we celebrate as Christmas? Why? Then explain that other days have been observed, 19 or 20 April, 20 May, January 6. Then state that December 25 was chosen because a heathen festival occurred about that date and the churches held the Christmas festival then in order to keep the Christians away from it. Instead of explaining it the teacher may ask a pupil to read Notes 3 and 4. Show pictures of Birth of Christ, and call attention to points of interest.

4. Ask two of the boys for the names of their mothers. Then ask: What was Jesus' mother's name? Under "b" explain the references as follows: Lk. 1: 28, She was a holy woman because an angel appeared to her. Lk. 1: 46, She was devout and prayerful and knew the O. T. "c" Here ask for the most aristocratic woman in town and for the name of a good, poor woman. Then ask: Which of these women was Mary like? Have pupils look up references and explain that she belonged to a poor family, because she could bring only two doves as an offering. "d" is clear. Show picture of virgin mother.

5. Ask for names of two of the pupils' fathers. "a" Then ask for Jesus' father's name. "b" Then ask: What

kind of a man was he? The reference tells us: Matt. 1 : 19. Just. Bring out the meaning of "just," by asking: What do we mean when we say a person is "just right?" Matt. 1 : 20. He was a godly man for an angel appeared to him. Matt. 1 : 24. He was chivalrous because even though the gossips started stories about Mary's character, he paid no attention to them and married her as he had promised before. "c" Look up reference and explain that his social position is indicated by the fact that he was a carpenter—a working man. "d" The reference here tells us who some of his ancestors were—Jacob, Joseph, Boaz, Ruth, David. "e" Then bring out that since King David was his ancestor, he was of royal blood—a prince. Emphasize this. Show picture of Joseph to individualize him in pupil's mind.

6. Under "a" have pupils look up the reference and explain that an angel is a messenger of God. Ask what a messenger is. "b" Now what do you think the message was which this messenger gave to the shepherds? Lk. 2 : 10 fol. tells us. "c" With this angel was a multitude of angels—what were they doing? The reference tells us. They were praising God. "d" Would it not be interesting to know what they were saying? The reference tells us.

7. Some shepherds heard the angels. "a" Guess where they were. Luke 2 : 8 tells us. In the fields near Bethlehem. What time—day or night? What were they doing? "b" The priests were supposed to be God's special servants—Why then did the angel appear to the shepherds instead of to the priests? Permit free answer, then state that it was because the shepherds were better men than the priests. "c" Then ask how

good men would receive the message of the angel. Lu. 2: 15-16 tells us. They did not doubt nor debate, they obeyed and went to see the babe. "d" Can you guess what they did when they found the babe? The reference tells. They told their vision to Joseph and Mary and to others. Show picture of shepherds.

8. Now what effect do you think their visit, and the report of their vision, had upon Jesus' parents? Lu. 2: 19 tells us. Explain by saying: It showed them their babe was an exceptional child, and increased their sense of responsibility.

Examine the pupils' work to see that the blank spaces are all filled in, and give such help as may be required. Distribute the pictures used in the lesson to least interested pupils to illustrate their narratives. Assign to each pupil a paragraph of the next lesson for study at home. To one pupil the collection of a number of pictures of The Madonna and Child.

3. THE WONDERFUL CHRIST-CHILD

Have narrative of last lesson read by two pupils, and examine the work of the others.

1. Begin this lesson by stating that one of the first things done to a Jewish baby boy was to take him to the Jewish church and perform a surgical operation upon him. Lu. 2: 21 tells us what this was called. "a" Gen. 17: 12a tells us how old the baby was when this was done. "b" Gen. 17: 12 tells us who were to be circumcised. "c" Gen. 17: 10 tells us the meaning of the act — covenant with God. "d" Every Jew was supposed to be circumcised, but suppose a Jew was not, what hap-

pened? Gen. 17: 14 tells us. He had no privileges. Then call attention to "e."

2. Begin this section by asking what a Christening is. Have any of you ever attended one? Ask whose baby, where was it christened, etc.? Then state that instead of a christening, the Jews had a ceremony something like it, at which time, as at a christening the child was named. Then ask "a," "b," "c," "d," "e," having pupils use the references.

3. The Jews had a law which said that the first-born son belonged to the Lord, and must be trained to be a priest. "a" Find Ex. 13: 2 for the law on this point. "b" Have Numbers 18: 15-17 read, and explain that by bringing the child to the temple and paying a sum of money the parents could "redeem" him and keep him for themselves. "c" How much do you suppose they had to pay? Num. 18: 16 tells us. Explain as follows: $\text{Gerah} = .0273 \times 20 \times 5 = \2.73 . Then ask "d" using the reference. Father, mother, Simeon. Ask "e," bringing out that he was "just and devout," and was waiting for the Messiah. Then ask "f". "g" Bring out the following three things about her: That she was a prophetess. Ask what a prophetess is. That she was of great age, perhaps 110 years old; and that she lived in the temple, so as to be able to attend all the services. Then ask: What effect must all this have had upon Jesus' parents? It must have increased their sense of responsibility.

4. Now have one of the pupils read Lu. 12: 2-8. Explain that the Jews had a law when a woman had a child she should not touch the Bible nor go

to church for a number of days. Here ask "a" and "b." Fill in "c," and then state that at the end of that time, when she first went to church, she must take something to the priest. "d" tells us what. Then ask "e."

5. State: Great men often travel long distances to visit other great men, but we have the story of some very great men—Kings—who came a long distance to see this wonderful Christ-child. Have pupils read in Bible Dictionary under Magi. Ask "a," and after pupils have expressed themselves, say: It is understood there were three. Follow same method with "b," explaining that they come from the East Country. "c" They were scholars, and knew all about the stars. "d" Have reference read and explain that they were expecting the coming of the Messiah. A new star appeared which meant to them that He had been born among the Jews, and so they went to find Him. "e" They must have been believers in the Jewish religion. "f" Have reference read and question pupils as to its meaning. Then ask "g" and "h" explaining "h" by saying that these presents were such as kings used to give to kings. Then ask "i" explaining that this must have showed Jesus' parents that he was an exceptional child and so increased their sense of responsibility.

6. Now ask: What became of these wise Kings? Ask "a" referring pupils to Bible Dictionary for the answer. Have one pupil read. Ask: What would you expect such a man to do? Well, let us see what he did. Here ask "b" and "c." "d" If Bethlehem had a population of 3000, how many babies would be there under two years of age? Permit free expression, and then settle the discussion by asking how many babies today two

years old and under in some nearby village of 3000. Then ask: Was the Christ-child killed? Ask "e" using the reference. Have pupils refer to map for "f" and trace on the map the probable route, marking a spot as the place where they probably stopped. They had relatives there no doubt, as there was quite a Jewish colony in Egypt at that time. Then ask "g."

Examine pupils' work and correct any mistakes. Call attention to pictures of the Christ-child, and get pupils to study them carefully.

4. THE EDUCATION OF JESUS

1. Begin by asking how a boy is educated today. "a" School will be the first answer. Then ask how many schools a boy goes through in getting his education. (1) Grammar School, (2) High School, (3) College, (4) Law School, or Medical School, or Technology. "b" Then ask: Where else besides school? Question until you get the answer: Home. Then ask: Who are the "teachers" there? (1) Father, (2) Mother, (3) Other children and relatives. "c" Now add: There is another place where we are trained to live well, where we are now. Church. Then ask: What services in a church are there? Preaching services, Sunday school, Prayer meeting and Y. P. S. C. E. "d" Conclude this paragraph: Someone else besides our parents and teachers influence us. Who? Allow freedom of conjecture until you get answer: Our companions. State: We become like those we associate with. Make much of this.

2. Now ask the names of the places where the pupils spent their childhood. Let each pupil answer. Then ask "a." For location have pupils use map. Have them measure the distance from Jerusalem and Sea of Galilee. "c" John 1:46 tells us what the people thought of the place. "d" Now ask: How many persons do you think were in Jesus' home? Mark 6:3 tells us. (1) Joseph, (2) Mary, (3) four brothers, and at least two sisters. "e" Every Jew boy was taught a trade. What was Jesus' trade? "f" His father taught him to read a certain book. Deut. 6:6-7 tells us what. "g" Abraham Lincoln said his mother made him what he was. What influence did Jesus' mother have upon him, do you think? Then ask "h."

3. Here ask: What was there in Jesus' day that corresponded to our church? If pupils can not answer refer to Lk. 4:16. "a" Ask one member of the class to find Synagogue in Bible Dictionary and read. From this reading you should get answers to "a" and "b." For "c" and "d" refer another pupil to Notes 5 and 6, and under "e" put emphasis upon "Why." Allow freedom of answer. "f" Bring out that he loved to go and did not only listen, but asked questions. Under "g" after pupils have expressed themselves, state that the officers of the synagogue thought him a remarkable boy and took great pains to teach him.

4. Ask what else besides his home and church, influenced Jesus. The Temple. Then ask "a," and refer pupils to Bible Dictionary under Temple. Ask where the Temple was, and "b" how often the people were required to go to it. The reference tells us. Then ask: At what age did a boy begin to go? The reference tells.

Bring out that they went there to worship God by sacrifices. Find out about these sacrifices and describe them vividly to the class. Then ask: How far would Jesus have to go? Have pupils use map to answer this. "c" Have pupils read this reference, and put it in their own words. Then ask "d" putting emphasis upon "Why." Permit freedom of answer. Talk about the illustration "Jesus and the Doctors." Speak of them as Professors.

5. State: There are boys with weak sickly bodies. Will you name some? There are boys with fine strong bodies. Will you name some? Then ask: How about Jesus' body? Find Luke 2:52. What does this verse say? Then ask: What about his health? What gave him good health, do you think? Permit freedom of answer, accepting pupils' answers. Then ask: What did Jesus' towns-people think of him? Lu. 2:52 tells us. Why did they like him? Accept their answers, but bring out that it was because he was brave and manly, good and kind to everybody. Then ask: What did God think of him? Permit free expression. Then ask: Why was God pleased with him?

6. Do you know of any boy who can speak two languages? Who? What languages does he speak? Then ask: How many languages do you think Jesus spoke? Three. What were they? Here use the references bringing out under "a" Greek; under "b" Hebrew. For "c" refer pupils to Bible Dictionary under Aramaic, having one of them read it.

Now examine each pupil's syllabus to see that the spaces are filled in, and have one or two pupils read the narrative they have written of last week's lesson. Make

needed suggestions and give encouragement. Try to have pupils illustrate their narratives with pictures. Give each pupil a Perry Pictures catalogue or George P. Brown Co. catalogue and interest them in making a collection of appropriate pictures for each lesson. Get them to order pictures from these firms.

5. SOME OF THE THINGS JESUS KNEW

Have two of your pupils read their written work on last Sunday's lesson. Make corrections, and offer suggestions. See that their chapters are all complete. If some have not done the work make an appointment with them and help them. It may take a little of your time and may demand patience, but it is the price of success, and nothing less than that can be permitted.

1. Begin this lesson by stating: Jesus knew a certain book. Then "a": Ask the pupils what their favorite book is. Ask each one, Why? "b" Ask what was Jesus' favorite book? Mark 12: 10 tells us.

2. Ask next: What was another thing he knew? He knew God. Well, let us see what he knew about Him. "a" Have reference read and ask what this verse tells us Jesus knew of the relationship between himself and God. That God was his Father. Use same method with "b" and "c," leading pupil to infer from "b" that God is perfect, and "c" that God is good.

3. Begin this section by asking what we mean by nature. Bring out words: Sun, wind, rain, flowers, etc. Then state: Jesus knew nature and loved it. Let us see what he knew. Have pupils look up the references help-

ing them to conclude from them, that Jesus' knew: "a" The Flowers, and that they were more beautiful than Solomon in all his glory; "b" The Birds, and that God cared for them; "c" The Sun and Rain, and that they came on good and bad alike; "d" The Wind, that you can hear it, but can't tell where it comes from or where it is going to; "f" How gradually things grow.

4. Ask here: What else did Jesus know? Explain the answer by saying that he knew the secret thoughts which men tried to conceal. Have pupils look up the references and bring out under "a" That he knew all about the Scribes and Pharisees, what kind of men they were; "b" All about the Publicans; "c" Profligates; "d" Poor; "e" Samaritans, that they were better than most persons thought; "f" The Ways of Stewards; and "g" The Ways of Rich Men.

5. State here: Jesus was a carpenter, so he knew about Carpentry. But he knew about other work. Let us see what. He knew "a" About the Tailor; "b" Wine-merchant; "c" The Gardener; "d" The Carpenter; "e" The Housewife; "f" The Pearl-merchant; "g" Fishermen; "h" Shepherds; "i" Where good Fishing Places were; "j" Vineyard-keeper.

6. State: Jesus knew current history. Ask: What is current history? Ask pupils to name some recent events. Now let us see what Jesus knew about the things which took place in his day. "a" Have the reference read. Then ask what a mill-stone is? What is our method of putting a murderer to death? Then state that this verse refers to the method used in executing some Galileans who had been found guilty of treason. Mill-stones were

tied about their necks and they were drowned. "b" If possible secure an explanation from pupils. After they have expressed themselves teacher will explain that it refers to the High Handed Acts of Pilate who took the blood of some of the Jews whom he had executed, and threw it on the sacrifices which the Jews were making in the temple. "c" Begin here by asking about some recent disaster: a great fire or railroad wreck. Then say: There was a disaster in Jesus' day in which some people were killed, and Jesus knew all about it. Lk. 13: 4 tells us. A tower at Siloam fell upon eighteen men and killed them. The people said it was because they were great sinners. Ask: What did Jesus think? "d" Jesus may have witnessed a man going to the place where he was to be executed. So he knew something about it. Mk. 8: 34 tells us. He knew that Criminals had to Carry their Crosses to the place of execution.

7. Do not spend a great deal of time on this paragraph. Explain the general heading by saying that the people of Jesus' day thought that a life of wealth and ease and luxury was the best kind of life, and brought the most happiness. Jesus knew differently. The references tell us what kind of life he knew brought the greatest good to one. Then have "a" read and explain by saying: Jesus knew that blessedness came to Those who Thought Lowly of themselves. Ask what it is to think lowly of ones self. Explain "b": Those who have Passed through Great Trials; "c" Those who Give in and Endure; "d" Those who Long for perfection; "e" Those who are always doing Kind Things; "f" Those who have a Passion for Holiness; "g" Those who Settle Quarrels among others; "h" Those

who always Do what they know is Right; "i" Those who see how much they can *Do*, rather than how much they can *Get*.

8. Then ask: What else did Jesus know? Well, what did he know about sin? John 5: 14 tells us. What effect did he see it had upon the body? That it Diseased the Body. Then ask: Do you believe that? Ask for examples and bring out here that the children of drunken parents are diseased, have epilepsy, and often-times become insane. "b" Have reference read and ask: What did sin do for this young man? Brought him to Wretchedness. "c" Sin Puts one into hell.

9. Jesus not only knew what sin did for one, but he knew something else. What? Remedy. Let us see what he said the remedy is. Look up Luke 13: 3. Repentance. Then ask: What is repentance? Bring out, after pupils have expressed themselves that it is such a hatred of sin as makes one stop sinning. "b" He knew that they could not become good without his help. "c" He knew that it was necessary for him to die in order to save men from their sins.

Call attention to picture of Nazareth, Jesus' boyhood home. Ask pupils: Which house do you think Jesus lived in?

Now hurriedly review the nine general headings in an effort to unify the impression. When through—stop.

6. THE MAN WHO PREPARED THE WAY FOR JESUS

Have narratives of lesson 5 read by one or two pupils—correcting and commending.

Begin this lesson by asking: Who was the minister of this church before Mr. ———? What kind of a man was he? Tall? A good speaker? After pupils have expressed themselves about him, say: Before Jesus began to preach, another man had been preaching, who told the people a greater man than he was coming, and who got some of the people ready to welcome Jesus.

1. Ask: What was his name? Lk. 1: 59-63 tells us. Was he born in the city or in the country? Lk. 1: 39,40 tells us.

2. Begin this paragraph by saying: Let us find out about John's parents. Lk. 1: 5 gives us their names. Then ask: How old were your parents when you were born? How old were John's parents when he was born? The reference tells us. No exact age is given, say 70 years old. Now you boys know what kind of parents (Naming some boy who does not have good parents) and (Naming a boy in the class who has good parents) have, but what kind of parents did John have? Luke 1: 6 tells us. Was his father a doctor, or lawyer, or minister, or what? Luke 1: 5 tells us.

3. Begin here by asking: What kind of a lad do you think John was when a boy? Well, let us see. "a" An angel said something about him. What was it? Luke 1: 15. He shall be Great. "b" He belonged to a temperance society called Nazarites. There were three things which other people did that the members of this society did not do. What were they? Let pupils express their opinions first, then have them look up the reference. Bring out that these three things were: Not Drinking any strong drink; Letting the hair grow long;

and not touching a Dead Body. "c" Two of the greatest men of the O. T. belonged to this temperance society. Who do you think they were? The references tell us. Samson and Samuel. "d" The angel said John would remind the people of a prophet who had been dead a great many years. What O. T. prophet was it? The reference tells us. "e" Jesus and John were related. How were they related—were they uncle and nephew, or cousins or what? After pupils have expressed themselves have them read the reference. They were second cousins. "f" If John's parents were 70 years old when John was born, how old do you think John was when they died? Say 16 or 17 years. After their death John was an orphan. Ask: What is an orphan? Under "g" and "h" ask: Was John a "puny" boy? Where did he live until he was 30 years old? Luke 1:80 tells us. Show picture of John. Brown's pictures No. 469.

4. For ascetic, see Bible Dictionary. Have one pupil read. Then ask "a" what kind of clothes did John wear; did he dress like a working man or like a minister? Matt. 3:4a tells us. "b" What kind of food did he live on? Matt. 3:4b tells us. "c" Was this because he could not get any different food, or because it made no difference to him what his food was? After pupils have expressed themselves explain that some people go without some kinds of food during Lent. Ask why do they do this? State: This was John's reason.

5. Calling one pupil by name, say: What is your father's business? What do you think John's business was? Matt. 3:1 tells us. A Preacher. What do you think he preached? The references tell us. "a" Re-

pent; "b" Be kind; "c" Deal justly; "d" Be contented.

6. Here ask: Who did the people think John was? Reference. Who did the Pharisees think he was? Reference. What did John say about himself? Not the Messiah, only a Voice. What did he say his work was? Reference. To get things ready for Christ.

7. State: John said some very hard things about the Pharisees. What? Reference. Why? Because they were not what they pretended to be. What did the Pharisees think of John? Matt. 11:18b tells us.

8. Say: John grew to be a great preacher. Did he preach to large or small congregations? Matt. 3:5 tells us. If John was preaching at a place called Bethabara (Have pupils find it on map), and the people from Jerusalem went to hear him, how far did they go? If they came from Nazareth, how far? Have pupils measure distances on the map. About as far as from here to what place?

9. Say: Abraham Lincoln is called "The Emancipator." Why? Washington is called the "Father of his Country." Why? What was John called? Why? What did Baptism mean before John and what did John make it mean? Have pupils read Note 7.

10. Say: Jesus came to hear John preach. What do you think John thought of Jesus? John 1:26,27 tells us. What do you think Jesus thought of John? Matt. 11:11 tells us. The greatest person that has lived up to this time.

11. Explain this paragraph as follows:— John was a

very popular preacher. The people came in multitudes to hear him. When Jesus began to preach what do you think happened? The people left John to go to hear Jesus. Some of John's best friends left him to follow Jesus. How do you think John felt about this? Let pupils express themselves; then have the reference read and talk briefly about John's beautiful spirit. He said to his friends: "Jesus is greater than I; leave me and follow him."

12. Ask: What became of John? "a" Imprisoned by whom? "b" Why? The reference tells us. "c" Tell about his death. Mark 6: 21-29.

13. Ask in concluding: What do you most admire about John? Permit free expression and allow each pupil to write here what he wants to. His earnestness, his fearlessness, his willingness to take second place, his simple ways of living, may be suggested.

7. THE BAPTISM OF JESUS

Begin this lesson by asking: What is a camp-meeting? After pupils have expressed themselves add: They had something like a camp-meeting in John's day. From all over the land many went to hear John preach, and to be baptized. From as far as Galilee they went, (Have pupils find Galilee on map) to a place called Bethabara, where John was preaching and baptizing. (Find Bethabara.) A certain young man, a carpenter, now about 30 years of age put away his tools, bade farewell to his mother, and with a wander-staff in his hands walked to the camp meeting. Then ask: Who was this person?

Here show class Perry picture, Jesus Bidding Farewell to his Mother.

1. Now state : If a prince, or our president, should come to —— (Naming your nearest large city) a great crowd would go to see him. Why would they go? Accept pupils' answers. Then ask : What led so many people to go to hear John preach? Accept pupils' answers, but get from them the word "curiosity." Ask next : But what led Jesus to go? Permit free expression, but show that Jesus went to be with such a great and good man as John.

2. Begin this paragraph by saying that when Jesus met John two great men were together. They were related. Some of our presidents were related. Which ones? Then ask how John and Jesus were related. If they do not remember refer them to lesson No. 6, 3c. Though they were second cousins, had they been intimate? John 1 : 31a tells us. John was not acquainted with Jesus. What do you think Jesus knew about John? Accept answers given. If none are volunteered, state : Jesus knew at least that John was a great preacher. Then ask : What do you think John knew about Jesus? Question until you get this answer : He probably knew that wise men came to see him when he was a babe ; and all about his wonderful boyhood.

3. Begin by stating : When a new boy comes into your class you either like him or you do not. Then ask : How do you think John the great preacher, was impressed when he first met Jesus : was he disappointed or not? Matt. 3 : 14 tells us. The inference : John saw at once that Jesus was greater than he. "b" Jesus asked

John to do something for him. What was it? Matt. 3 : 13 tells us. Ask : "c" and "d."

4. Our baptisms today take place in churches, in the village or city where we live. "a" and "b" Where was John baptizing? John 1:28 and Mark 1:9 tells us. Ask : "c" How many people saw it? "d" How many people do you think saw Jesus baptized? Do not try to fix the number definitely, say 1000 perhaps. "e" Some persons hesitate to confess Christ in public—How about Jesus? Then ask "f."

5. Begin by asking "a." Lead pupils to answer: They take their seats and silently pray. Ask "b," drawing from the reference that he prayed. Make scene vivid by saying: He came up out of the water and in the center of a circle of witnesses kneeled on the ground, and lifting up his eyes, prayed. Then ask "c," accepting whatever answer the pupils give. Ask "d." The Holy Spirit came upon Him.

6. State: While Jesus was praying a Voice said something to him. Ask: "a." "b" Add that at his baptism Jesus found out something about himself. Can you guess what? Answer: In this experience he first knew that he was the Son of God.

7. Begin by asking: "a" Why are people baptized today? What does it mean? Accept pupils answers, but bring out that it symbolizes cleansing from sin, and denotes consecration. Ask "b" explaining, that with Jesus it was not for sin, for he had no sin, but was an act of commitment and consecration. Then ask "c," permitting pupils to name a half dozen men. Then pass on to "d." Ask each pupil of the class whether he has been baptized. Get them to talk freely about it.

8. There are many men who begin to do good only when they are 30 or 40 years old. Ask "a," leading pupils to answer: He had been doing good before. Ask "b." Accept pupils' answers, but suggest in addition, the mending of children's broken playthings; mending broken chairs and tables for poor widows; talking to men who came to his shop about God; and being good to his mother. Ask "c," adding to the pupils "No" that he devoted all his time to doing good. Then ask "d," having pupils use the references.

9. Jesus went somewhere immediately after his baptism—not back home—but somewhere else. "a" Mark 1:12 tells us. Then ask "b," adding by way of suggestion that John lived there. Lead pupils to answer: He was so impressed by John the Baptist that he went into the wilderness to live as John lived, that he might become great as he was. We have in our next lesson the story of what happened in the wilderness.

Examine pupils' work to see that it is complete, and offer such suggestions as may be helpful. Show picture, Baptism of Jesus, and give it to one pupil. Have one pupil read narrative of Lesson 6. Ask one pupil to read Stevenson's story: Dr. Jekyll and Mr. Hyde, before next lesson.

8. HOW JESUS SAID "NO" TO THREE GREAT TEMPTATIONS

Have narrative of lesson 7 read by two pupils. Have two other pupils act as critics.

1. Begin by asking whether boys and girls always do

right. Then ask: Why not? Permit freedom of expression accepting their reasons. Then ask: What is a temptation? In case there is no ready response, say: Suppose you were going along the street and saw a tree of very nice peaches in a man's yard, and the thought came to you to climb over the fence and get some of them. What would you call that thought? A temptation. A temptation then is a suggestion which comes to us to do something wrong.

2. Now from what three sources do they come? The references tell us. "a" The world. "b" The flesh. "c" The devil.

3. Here ask: Have men always been tempted, or is it something that has come only in recent years? Let us notice two O. T. instances of temptation and the result. "a" Have pupils look up Gen. 3: 1-7 and read. Then ask: Who were the persons tempted? What was the result? Treat "b" the same way. Do not be afraid to speak plainly here about Joseph's temptation. If the class is not a mixed class nothing but good can come from a clear understanding of Joseph's temptation and his manly "No."

4. Ask here: Who is the best wrestler in this school? Let each pupil express himself? Do not try to settle which pupil is right, but state: We have in the O. T. the story of a wrestling match. It occurs in Gen. 32: 24-30. After this passage has been read, ask: How many of you have read Stevenson's story, "Dr. Jekyll and Mr. Hyde?" If anyone has read it let him tell what he can about it. Then state: The story teaches that every man is two men, one good, the other bad. Then ask "b."

The good Jacob. "c" Which came out ahead? The good Jacob.

5. Ask "a." The answer will probably be: Great mental struggles. If the answer should be "the devil appeared in visible form," state: For the devil to appear to us in his hideous form would hardly make a temptation. Then ask: "b." Answer: Suggestions to do wrong.

6. Begin by saying: Jesus was sorely tempted. Let us see first what condition he was in, when he was tempted. Ask "a," "b," "c," having pupils use the references. Bring out under "c" that the fast was voluntary — for religious purposes. Ask what Lent is. How do some people keep Lent? They give up certain food and certain pleasures. Then ask: Why do they give them up? Accept pupils' answers, but supplement them by saying: It is to keep these things from having first place in our lives. For this same purpose Jesus went without food. Then pass to "d," saying: Fasting was a custom with great and good men. e. g. Elijah and Paul.

7. Jesus had three great temptations while in the wilderness. The first. Ask "a." Then ask "b," and "c." Meaning of "c." Character is of more consequence than bread. Then ask "d."

8. Ask "a." Lead up to "b" by asking whether it occurred to any of the class when on a precipice to throw themselves down. When walking along a railroad track to throw themselves under an express train. Now what was the temptation that came to Jesus? To throw himself down. Bring out also that he was tempted to test God's care of him. Then ask "c."

9. Bring out under "a" the people's idea of bettering the world: By having a king and leading armies and gaining victories. Jesus was tempted to use this means in setting up his kingdom. Now ask "b". Possibly pupils may not be able to answer, but set them thinking and give them a chance. Jesus' idea was to save the world by making people good. It was a harder way than the other, and required that Jesus should die on the cross instead of being a king on a throne. Bring out that Jesus was tempted to use the easy way. Now pass to "c" and "d."

10. State: Jesus conquered in all these temptations. Let us see how. "a" Ask as on syllabus. He was familiar with the Old Testament and got his answers from it. Then ask "b." Accept whatever answers are given, but supplement by adding: By getting away from danger or by killing the wicked thought by a good one — by thinking of the opposite. This is an important part of the lesson. Dwell upon it for a while. Then ask "c."

Provide yourself with Brown's picture No. 861 and show to your class. Call attention to the crown, the face of Satan and Christ's thoughtful expression. Ask: What do you suppose he is thinking about? Give picture to one of the less interested pupils to illustrate his narrative with.

9. JESUS' STUPENDOUS TASK

Ask pupil to whom you gave the picture last week to read his narrative. Do not be too critical and exacting. The effort the pupil makes is worth more than scrupulous exactness.

Begin by stating: We are to find out today what Jesus proposed to do. Alexander the Great proposed to conquer the world; and some people today propose to take all the money and divide it. Jesus proposed to better the world by doing something different. What do you think it was? Permit expression of opinion then add:—

1. First let us see what he proposed to do for each person. Have pupils look up "a." From this deduce the answer: To give them better life here, and eternal life hereafter. "b" From this draw the inference: To make each one perfect as God. "c" The Scribes and Pharisees represented the earth's best; therefore the meaning of this verse is: He proposed to make all men better than the earth's best. Then ask "d," questioning and explaining, until you get the word Character.

2. State: In a soldier the best qualities are bravery, heroism, fortitude. Ask what each of these things are. Let us see now what were some of the qualities in Jesus' idea of Character. Then proceed to the references, drawing from "a" To love all men, even those who do not love you. "b" To do the everyday kindnesses of life. "c" The Pharisees did good deeds for show; Jesus believed in Sincerity. "d" Gives in and endures and does not contend for his rights. "e" Bring out here: Others said, Be pure in your actions; Jesus said: Be pure in your thoughts. "f" Ask here: What does Jesus mean in this verse? explaining your question in some way as this: when one man goes to another to borrow money, he says: Can you accommodate me by loaning me some money. Why do we call certain trains accommodation trains? Well, Jesus proposed to create

in men the spirit of accommodation. "g" Ask: What does this verse mean? Did all men do that in Jesus' day? What did Jesus propose to do? Question until you get: To make all men do unto others as they would have others do unto them. "h" Jesus here is talking about forgiveness. What is forgiveness? Bring out that it is not holding any hard feeling against any one who has injured you. "i" State here: In these verses Jesus tells the story of a faithful slave. Let us see what he says. Bring out in the discussion that Jesus' idea was that men should do more than was expected of them; that the good slave not only worked in the field, but after his work in the field, came in and got supper for his master. "j" Bring out here the word childlike. Jesus' plan was to make every man like a child. By the following illustration bring out (1) Teachable like a child. Do this by asking: If you tell a story about a great 10 foot giant to a boy 6 years old and a man 30 years old, the child will believe it, and the man will not. He will argue and doubt. Jesus proposed to change men and make them ready to believe the wonderful things about God, like children. (2) Then ask: If two men quarrel how long does it take them to make up? If two children quarrel how long does it take them? Well, Jesus proposed to so change men that they would make up as quickly as children. "k" Have verses read. Then ask some such question as this: If a man is cross-eyed—ask what it is to be cross-eyed—and can't see where he is going, but falls into ditches and hurts himself, what should he do? Lead up to answer: Have a surgeon perform an operation on his eye. Then add: But it will hurt. Lead up to answer: But he must have it done anyhow, for it will be for his good. Sup-

pose a man has a dreadful disease and he goes to see the doctor, and the doctor tells him he has a chance to get well, but he must stop smoking and drinking, and must eat only toast and milk. Which must he do : as the doctor says or as he wants to? After pupils have answered, add : But it will be hard for him to give up these things. Get from pupils : He must do it anyhow. From this draw the conclusion : Jesus taught that men should do hard things for the sake of their better welfare, and he proposed to so change men that they would be willing to do hard and painful things. "1" Have verses read. Then ask : Which is the better boy : one who always wants others to do things for him, or one who likes to do good things for others? Then say : All men are not willing to do this, and therefore Jesus gave himself the task of making men willing to serve others.

3. State now : Jesus' plan was immense. It was a greater undertaking than any person before him had attempted. Let us see what it included. Have three pupils look up references under "a," bringing out from them : Men, women, children. In same manner "b," getting the answer : It included the very worst of men—publicans, sinners, harlots, and profligates. Ask pupils the meaning of these words. "c" The rich, the poor, the educated. And "d" : Not only in one small country but the world over.

4. Now let us see what he proposed to do for society—for the world. Alexander proposed to conquer it, and make it serve him. What did Jesus propose to do? Let pupils express themselves; then add : Matt. 13 : 33 tells us. Bring out : He was going to change not only

a part but the whole world. "b" Into what was he going to change it? Matt. 6: 10 tells us. What place was he going to make it like? Heaven. Well, what is heaven like? Permit freedom of answer, contenting yourself with correcting wrong answers. "c" Now how in his new world would men act toward each other? Matt. 23: 8 tells us. Secure this answer: Like brothers. Well, how do good brothers act toward each other? "d" There is pain and sorrow and death here upon the earth now—what did Jesus say about these things? Rev. 21: 4 tells us. There will come a day when these things will not be.

5. Emphasize briefly each point. Ask first what we mean by "audacity." Let pupils express themselves freely, then illuminate question by asking: What do we mean by an "audacious" robber? Bring out the ideas of boldness, daring and confidence. Speak briefly about "a," reviewing "a" "b" "c" under 4. "b" State: Men today think they must have money and influence to accomplish great tasks. Jesus proposed to do this great work without money or influence. "c" Speak briefly here, bringing out that the hearts of the men and women he was to change loved evil, and were against him. "d" He proposed to do it though the rich and influential people of his day were against him, and sought to kill him, and did at last kill him. "e" All that men before him had taught, and all that men believed and practiced, was so different from what he wanted them to believe and do. He had to show people that what others had taught and practiced for centuries, was wrong, and what he a Galilean peasant without name or influence taught and practiced, was right.

6. Alexander was going to conquer the world with an army—now let us see what Jesus' method of changing the world into a heaven was. "a" Find Matt. 7: 29. By teaching a great crowd, and getting them to believe and do what he taught. "b" Find John 3: 1-3: Not only by teaching a crowd, but by personal talks with individuals. "c" By preaching. Notice that he preached "repentance." What is repentance. John 8: 11 tells us. An old lady once defined repentance, "Being so sorry for the wrong things you have done that you won't do them again." "d" By regenerating people; i. e., giving them a heart which loves good things and hates evil things. "e" By getting other men to become missionaries, teachers, and preachers. Then ask for names of some of the men who helped Jesus with his great work in those days. Name some who are helping him with his work today. Conclude by asking: you believe in Jesus' brave work—are you going to become one of his helpers? Do not press for an answer. Let the question rest with each pupil's conscience.

10. THE WONDERFUL TEACHER

Begin by asking: Who is the best teacher in the day schools? Allow free expression. Do not try to decide the matter if there are differences of opinion. Then ask: Who is the best Sunday school teacher? Why? Allow free expression, but as this simply leads up to the lesson do not spend much time with it.

1. Then ask first part of "1": That he should know the subject he teaches. Then ask second part of "1": That he must *believe* the truths he teaches, and *be* a

good man. A bad man would be a very poor teacher. Why?

2. Here state: Christ's purpose was to lead persons^s into character. How did he propose to do it? Matt. 7: 24 tells us. To get persons to hear, and then to do. Bring out that character comes from doing. But the people of Christ's day had to know what to do, and so Jesus had to tell them. He was a teacher.

3. He taught them in two ways. Mark 1: 39 tells us. By preaching. Matt. 5: 1,2 tells us he did it also by teaching. Now let us see what was the size of his congregations. How many does Mr.—— the pastor of our church, preach to? How large a Sunday school class does Mr.—— have? Luke 12: 1 tells us the size of Jesus' congregations. John 3: 1 tells the size of a class he had one evening after dark. Mark 9: 31 tells us some other persons who were in his class for three years and six months. Lk. 14: 7 tells us something else: He did not have a building where he taught, but he taught wherever he happened to be. With a group of men at a dinner party, for instance.

4. He was more a teacher than a preacher. What is difference? Allow free expression, then bring out that in preaching the preacher does all the talking. In teaching how is it? Preaching is usually to a crowd—how about teaching? Usually to a small group.

5. He made use of the parable in his teaching. What is a parable? Allow free expression, then have one of the pupils consult the dictionary. Bring out that it is a story of something which had not occurred, but might occur, and used to teach a moral lesson which could easily be remembered.

6. Jesus no doubt spoke a hundred parables. Let us see what three of his best were. Have pupils read the parables and suggest names for them.

7. What did Jesus teach? Science? Languages? Mathematics? He was a carpenter, did he teach carpentry? What then? If pupils answer correctly let reference go, if not refer to John 3: 1 fol., and explain that he taught people how to live. Then ask "a," allowing pupils free discussion, but bring out that he never wrote anything. He was so full of the truth that he could talk freely about it at any time. "b" His object was not only to teach, but to get persons to *do* what he said. "c" He was such a good talker that he always came out ahead in the debates he had with the people of his day.

8. Begin by stating: Jesus so fascinated the people with his talk that there was always a great crowd about him. Now let us see what effect his preaching and teaching had upon the crowds. "a" Upon the open-minded. Bring out the meaning of open-minded: those who were willing to be convinced. Matt. 21: 32 They did what he wanted them to do. "b" Effect upon all others. Matt. 13: 58 They did not believe in him.

9. What was the general opinion about his teaching? John 7: 46 tells us. That he was the greatest teacher that ever lived. Study the picture with the pupils. Ask them what they think Jesus is saying. Call attention to the expression on the faces of his listeners. Take pains with this.

10. Here ask: In what ways was it different from the teaching of the other teachers of Jesus' day? Permit free expression. Then refer them to Note 8.

11. Jesus did many miracles, but upon what did he depend for his success? Have references read, and explain, that while the people wondered at the things Jesus did, he told them not to forget his teaching—let these words sink down into your ears. Matt. 8:4. Jesus told the men who were healed to say nothing about the miracles.

12. Ask pupils to name some persons today who are trying to continue Jesus' work of preaching and teaching. Let pupils name freely all they want to, but be careful not to allow unworthy names. Read your own narrative of Lesson 9. Be brief, definite and concise and your pupils will follow your example. It will not be a burden for them if narratives are kept brief.

11. SOME OF THE TRUTHS JESUS BELIEVED AND TAUGHT

Begin by asking some general questions about the last lesson and end with having one pupil read his narrative.

Pass to Lesson 11 by saying: If Jesus was a great teacher there were certain truths which he believed and taught.

1. Ask: What was one truth? getting from pupils statement 1 as in syllabus. Ask pupils what it is to "love" and "forgive", having them use dictionary if necessary. Then refer them to reference under "a" and have it read. Bring out that many a father would have had nothing to do with such a bad son. Re-name the parable.

Have "b" read, drawing from it that God is a thousand times better than the best earthly father. Ask for names of some good fathers.

2. Have pupils read second truth. Have first reference read and ask whether God has favorites. Ask: Does the rain come upon a bad man's field? Why? Does God love those who do not love him? Why? Have second reference read. Then state: If all men are God's children what relation are they to each other? Get answer: Brothers. How then ought they behave toward each other?

3. Ask: What did Christ believe and teach about character? Get pupils to name some things which some people put ahead of character. What did Christ think about the relation of these things. Have references read drawing from "a": Other things can well be given up for character; "b" Men lose their fortunes, but character is something which lasts forever; "c" Men should seek character first of all and the other things will come. Ask: Which did Jesus put first? Name some men who do not think character is important and who are not putting it first. Some men who are putting it first.

4. State: Jesus believed something about sin—what? If continued—what? Now for an illustration of this look again at the parable of the Prodigal Son and the Benignant Father. What condition does sin put the poor boy in? See also other references. Ask pupils to give names of some persons they know whom sin has brought to wretchedness.

5. Now, what did Jesus believe about men. Secure answer as in syllabus. Question as to meaning of "possibilities," and talk briefly about "a" and "b"

6. State: Though all men are sinners, yet what did Jesus say he would do for them? Bring out the one condition upon which he could do this: By yielding themselves to him. Have pupils read "a" "b" "c," talking briefly about each. The headings in this lesson are the most important—do not spend too much time with the references.

7. What did Jesus say about each man's future? Ask: What we mean by a man's destiny. Illustrate in this way. Suppose I have in my yard a small elm tree, four feet tall, what is it destined to be. Apply the answer to men. "a" In Matt. 5:48 and "b" 1 John 3:2 we learn what this destiny for man is. Draw from these references: Each man is to be perfect as God, and like Christ. Make much of this.

8. Jesus taught that every Christian man was to do something for other men—what? Have references read explaining each.

9. Ask: All men desire happiness. What did Jesus say would bring it? Ask what "pleasure" is and what "self-denial" is.

10. Some persons in Jesus' day said: The way to become great is to look out for No. 1. What did Jesus teach? Bring out what is meant by "social service," that it is working for the welfare of society. Have "a" read and say: Suppose every one in town hated every one else, would there be much happiness there? Suppose all men loved one another—what? Jesus' idea was that we should love those who didn't love us. Have "b" read and draw pupils out in expression as to its meaning.

11. The people in Jesus day said: If a man strikes

you, you must strike him back. What did Jesus believe and teach? Have references read. Bring out that "bitter feeling" and enmity make hell.

12. What did Jesus say about rich and educated men? Ask: What is the right question to ask? Have reference read. Bring out what we mean by "rights" and "world's necessities." Use this illustration: A rich man has a right to keep his money, but he should give some in philanthropy because so many good causes need money.

Review these twelve truths briefly and close by pointing out that Jesus not only believed them, but taught them, and lived them.

Ask in closing: Do you believe them? What do you think of Jesus for teaching them and living them? How do you feel toward him for discovering them? How do you feel toward Dr. Morton who discovered ether? or Copernicus for discovering that the earth was round? Well, the truths Jesus discovered and taught were more important than these.

12. JESUS' TALKS WITH INDIVIDUALS

Have narrative of last lesson read, and in a few words exalt Jesus for discovering these great truths. Bring out that he got them from God.

Begin by stating: Some great teachers in the universities or great preachers in church will not teach or preach unless they have a large class or a good sized congregation. How about Jesus?

1. Ask as on syllabus allowing free expression from

pupils. If pupils are slow to reply ask : Were his talks about business? About politics? What then?

2. State : We have the names of some of those with whom Jesus had private interviews. Have five pupils look up the five references, securing from the reading the five names.

3. Then ask : Who arranged the interviews? After you have brought out the point that some men came to see Jesus, ask : Who? using the references. Under "a" bring out something about Nicodemus, that he was a scholar and a "senator." Then ask : What time of day? and why he went at that time? Treat "b" and "c" the same way.

4. Lead up here as follows : Some persons sought Jesus for interviews, did Jesus seek any? Then ask : Did he do it only occasionally or was he accustomed to do it? Allow pupils to express themselves, then say : Let us see what he himself said about it. We have three examples of a great number whom Jesus sought out and talked to. Use references under "b" and "c."

5 and 6. There were two other circumstances which occasioned these private interviews, what were they? Then bring out under 5 the examples, and under 6 the names of the parties. Bring out that the disciples were constantly doing this.

7. Now ask : Were there any advantages in this personal method of Jesus? If possible get pupils to give their own answers. After they have given their ideas, then talk briefly about "a" "b" "c." Then ask whether any one ever spoke to them on the subject of

religion? Who? What did he say? Your reply? How did you feel? Can you forget what he said?

8. Ask: In a church is the minister the only one who talks to men and women personally? Who else? Was Jesus the only one who did it in his day? Who else? Have references under "a" and "b" read, bringing out the points indicated in the syllabus. Picture these groups of two going through the land making a note of those who would likely become disciples and reporting them to Jesus. Make them see Jesus looking up these persons and explaining the Christian life to them. Then take up "c" Then ask: What do you think of this method of Jesus'? What does it show about him? Accept pupils' answers.

9. Ask 9, satisfying yourself with two or three names. Care must be taken to choose only persons who have the pupils' admiration and respect.

Show and talk about picture of Christ and Nicodemus, or Christ and the Woman of Samaria. Give pictures to least interested pupils to use in illustrating their narratives for next lesson.

13. THE TERRIBLE SIDE OF JESUS' CHARACTER

Have narrative of last lesson read. Select one for class portfolio. Show to the class two or three different pictures of Christ. Ask which they like best. Why? Let each pupil say why he prefers the one he does. Then state: In this one — Hoffman's — he looks mild

and gentle. In this one — Heck's — he looks as though he could be stern and severe. Then ask: Do you think he was ever angry? Do not answer the question at this place. It is inserted here only to arouse interest.

1. State here: Jesus was perfectly fearless. Ask: What is it to be fearless? Do you know any one who is fearless? Who? Be sure to keep the word in its good sense. Then ask: In what things was Jesus fearless? The references tell us. Have references read, drawing from "a," Jesus was fearless in speech. Some preachers preach only pleasant things, but what Jesus believed he spoke regardless of consequences. "b" He was fearless in action. Some people won't do anything in temperance or in enforcing the law because it is likely to make them unpopular. The things Jesus saw needed to be done, he did regardless of consequences. "c" He was fearless in danger. They could not frighten him.

2. There were certain things which Jesus bitterly hated. What do you think they were? Let pupils express themselves, if they will do it promptly; if not, use the references, drawing from: "a" A lie; "b" Leprosy or any uncleanness about a person; "c" Hypocrisy. Ask: What is hypocrisy? "d" Oppression and cruelty. Ask what these things are, and explain by illustration. "e" Heartlessness. Tell story of the priest and levite who would not help a dying man. "f" Ostentation. Explain by saying it is doing things for show.

3. Some of you think Jesus was never angry. Now, let us see how many of you say he was, and how many say he wasn't? After show of hands say: Turn to Mark 3: 5 and read. Now what do you say? He could grow angry then, could he not?

4. Begin this section as follows: Name some things which make men angry. If pupils can not suggest any, ask: What about a man hitting his fingers when driving a nail? What about a true father when his boy tells him a lie? Add further: I have known men to get angry when some one said mean things about them. Now what things do you suppose made Jesus angry? Allow free expression. Then add: The references tell us. "a" Not any insult to himself. He never grew angry because people misused him. "b" But hypocrisy and injustice to the people he loved. "c" Because of the hardness of men's hearts. Ask: What do we mean by a hard-hearted person?

5. Here ask: Is it a sin to get angry? Let each pupil express himself? Why is it,—? Why is it not—? Well, read Eph. 4: 26 and see. What does this verse say? Paul tells the people he is writing to, to be angry. It can't always be wrong to be angry then, can it? Then say: Anger is not always wrong, but uncontrolled anger is wrong, because it leads to sin. Jesus was angry, but he did not sin.

6. Did you ever see a man when he was angry? What did he look like? Let us see what Jesus looked like when angry. Bring out from the references as follows: "a" His eyes flashed fire, like lightning. "b" His feet were like burning brass. "c" His voice was deep and sounded like the sound of rushing water. "d" His face was like the sun at mid-day. Ask: Can you look at the sun at mid-day? And "e" Persons fell down before him as though they were dead.

7. State here: One day some of Jesus' enemies tried

to throw him over a precipice, but were not able. Read Luke 4: 16, 28-30. How did Jesus escape? After pupils have expressed themselves, add: He did not use force against them, but his appearance when angry cowed them and made them afraid of him. At another time they were going to stone Jesus. But Jesus escaped. Read John 8: 59. How did Jesus get away from them?

8. Now what do you think Jesus did once when he was angry? Permit free expression. Then have pupils read the account, and it put in their own words. Study with pupils the picture of Jesus with a whip driving the wicked men out of the temple, and overturning the tables. What did he say while he was doing it?

9. Then ask: What do you suppose made him angry at these men? When pupils have expressed themselves, have them read Notes 9, 10, 11, 12, or teacher may explain as per notes.

Have first examination after this lesson. Invite the class to your home and have the examination there. Use the questions in back of Pupils' Book, unless you prefer to prepare your own questions. Follow examination with a social hour.

14. THE CHAMPION AND HERO OF THE COMMON PEOPLE

Begin by asking what we mean by a champion. What do we mean when we say of a man, that he has *championed* the cause of the poor?

1. Begin this section by stating that there were

two classes of people in Jesus' day: the upper classes and the lower. What persons belong to the upper classes today? Let us see how it was in Jesus' day. "a" Scribes, who were the educated men, and the Pharisees who were full-blooded Jews, very exemplary in outward behavior. "b" Sadducees, who were rich and aristocratic; "c" Chief priests and priests, who were the religious leaders, and "d" Lawyers, who were rich and proud.

2. Ask: What people belong to what we call the lower classes today? In Jesus' day the lower classes were composed of: "a" The poor; "b" Publicans and sinners. Explain that the publicans were Jews who were helping the Romans gather taxes, and were regarded by the Jews as turncoats or traitors. The sinners were immoral persons who did not try to keep the O. T. laws; "c" The deformed, the diseased, and the lepers; "d" The insane, or, as they spoke of them then, those possessed with devils; and "e" Servants and slaves.

3. Now how do you think the upper classes treated the lower? Let us see. "a" The priests, as shown by first reference, treated them with contempt. As shown by second reference, practiced all sorts of extortion on the poor. On these verses see Notes 9 to 12, under last lesson. "b" The rich were exclusive and did not mingle with the lower classes; "c" The scribes, pharisees, and lawyers oppressed the poor, and considered themselves above associating with them; "d" The lepers and outcasts were by the upper classes stoned.

4. Now, whose side do you think Jesus took? What makes you think so? The references tell us some of the things Jesus did to the upper classes. "a" Their

treatment of the poor made him indignant, and he drove them out of the temple. "b" He spoke words of bitter denunciation against the scribes and pharisees. "c" He spoke words of bitter denunciation against the rich and aristocratic.

5. Now, what do you think Jesus had to say to the lower classes? Did he speak kindly to them, or find fault with them? The references tells us. "a" Jesus told them: Poverty, tears, hunger, and isolation are good for one. "b" Greatness comes by service — by doing one's work well. "c" It is well to belong to the lower classes, for they become good more readily than the upper classes. "d" Greatness comes from feeling one's own unworthiness.

6. Do you think Jesus associated with them? "a" He took meals with them. "b" He performed miracles for them. "c" He chose some of his disciples from among them. "d" The upper classes thought it beneath their dignity to talk to women: Jesus talked freely with them.

7. Now, how did the lower classes come to regard Jesus? Yes, he became their hero, because: "a" He was young and fascinating. "b" He was poor and was as one of them. "c" He showed that he preferred them. "d" He took sides with them against their enemies.

8. If you think a great deal of a man, if he is your hero, you will want to do something for him. What do you think the humble people did for Jesus? Permit free conjecture. Then bring out from the references: "a" They made feasts for him. "b" They followed

him and wanted to be with him. "c" They gave him presents of money and garments. "d" They wanted to make him their king. "e" They anointed him with costly perfume. "f" They kept him shielded from his enemies, and would have mobbed the rulers if they had attempted to injure him. "g" And what pleased him most of all, they changed their sinful ways and lived good lives.

Have narrative of last lesson read, and choose one pupil's work for the class portfolio. Assign work for next lesson, giving one or two topics to each pupil. You will save time in the class by so doing. Refer pupils to books in Life of Christ Library, and get them to do some reading.

15. THE IDOL OF THE HOUR

Have narrative of last Lesson read, making needed suggestions. Be sure the narratives are kept brief.

Begin by asking what we mean when we say of a boy: He is his mother's idol? That she thinks a great deal of him and "fairly worships" him. Then ask: What do we mean when we say, Jesus was the people's idol? Follow this with: What is meant when we say of a very popular person, he is the idol of the hour? Very popular for a short time. Then state as at heading pupils' syllabus. Ask: What do we mean when we say: A man is very popular? Accept pupils' answers.

1. Then state: Palestine was composed of three parts, similar to three of our states. What were the names of these states? If pupils can not answer, have them refer to their maps. In one of these states Jesus

was popular; in another he had bitter enemies. Luke 4: 14 and John 7: 1 tells us.

2. Ask: How large was Galilee? Have pupils refer again to map and ask: About as large as what state? Rhode Island. Refer to Note 13 and Bible Dictionary under Galilee. Bring out that Galilee was a small but thickly settled country — a great many villages of from 3000 to 5000 population, two or three miles from each other. Then ask: What about a rumor in such a populous country? It would go very fast and over the whole country.

3. Begin this section by asking: What made Abraham Lincoln so popular? Then ask: What do you think made Jesus so popular? After pupils have expressed themselves have references looked up, drawing from "a" His wonderful escape from a mob of angry Jews at Nazareth, who tried to throw him over a precipice. "b" His daring and heroic deed of driving the greedy priests out of the temple. "c" His many deeds of kindness to the poor and sick people of Galilee. "d" His new kind of teaching, so interesting and so different from anything they had heard. "e" He was a charming person. (1) Bring out here that Jesus was good looking. Show pictures, and have one pupil read description of Jesus by Lentulus, Note 14. (2) He had a noble bearing, was straight and strong and tall.

4. Begin this section by asking: What effect did the news of Dewey's victory at Manilla have upon the people? After pupils have expressed themselves ask: What effect did the news of all these things Jesus did have upon the people? Gave him a great name, and

many went to see him and hear him. "b" Luke 5:18,19 tells us how hard it was to get to Jesus on account of the big crowd always near him. "c" Draw from this that many were so fascinated with Jesus that they were his constant companions. "d" Tells us how far they came to see him. From south of Jerusalem, and from as far north as Tyre and Sidon. Have pupils find these places on map and mark distances in miles to Sea of Galilee. "e" What kind of men came to hear him? From the reference draw conclusion that even the Pharisees and scholars who did not like Jesus came to hear him. "f" Some few came long distances — from Decapolis and further on beyond Jordan. How popular Jesus was!

5. Now what brought large crowds to see Dewey when he returned from Manilla? Curiosity. "a" What do you think brought big crowds to see Jesus? Curiosity. But many came for other reasons. "b" To hear and to be healed. "c" To see his miracles.

6. When the people saw Dewey they went home in the evening, but how about the crowds which came to see Jesus? "a" Jesus tries to get away by taking a boat, but the people go around the lake by land and are waiting for him when he arrives. "b" From reference infer: They are so glad to be with Jesus, and so interested in what he says, that they stay three days without food.

7. Such men would show Jesus some mark of honor. What? Permit free conjecture. "a" They made feasts for him. "b" And did not want him to go from them.

8. We honor George Washington by calling him

"The Father of his Country". By what name did the people of his day honor Jesus? Have pupils look up references to show Jesus' work of healing. Then ask: Why was Washington called "The Father of his Country"? Why was Jesus called "The Great Physician"?

9. Let us see what effect Jesus' teaching and healing had upon the crowds. Have references read, bringing out from them: "a" They were amazed. Ask: What is it to be amazed? "b" They were filled with fear. Ask: Why were they afraid? "c" They were astonished. At what were they astonished? "d" Perplexed. Why? "e" They were filled with wonder. Why?

10. Some people were so fascinated with Jesus, and loved so to be with him, that they gave up their business. "a" A great multitude temporarily. So "b", "c", "d".

11. Some people proposed to honor Dewey by electing him President. How did Jesus' many friends propose to honor him? Let pupils make conjectures. Then add: John 6:15 tells us. "a" What kind of a king did they want him to be? "b" Why did Jesus refuse? After pupils have expressed themselves, state that he could not better the world much in that way. Ask "c". After pupils have answered, bring out that it was because he did not want people to think he was a mere doctor. Then ask "d" and "e". Emphasize the "why not".

16. JESUS' FRIENDS AND DISCIPLES

Teacher will read narrative of last lesson. Place in portfolio with pupils'. Illustrate your narrative with pictures of Mary Magdalene, etc., and let pupils see your work.

Begin by saying: Every king has his generals; every teacher has his pupils. If you regard Jesus as a conqueror, then what would you call these friends of his? Generals and soldiers. If Jesus is regarded as a teacher, then what are his disciples? Pupils, who are in turn to become teachers.

1. Jesus had many friends. Ask: What is a friend? Accept pupils' answers.

2. State: From his many friends Jesus chose twelve disciples. Ask: What is a disciple? If necessary have pupils use dictionary. "b" What was his object in choosing them? Mk. 3:14,15 tells why. That he might train them. "c" Let us find out the names, residence, occupation and character of these twelve men. (1) John 1:40 gives name of one. Matt. 4:18 gives residence. Have pupil refer to Bible Dictionary under Andrew and note: That Bethsaida was his residence; that he was probably a fisherman; that he became a great missionary; and was crucified on a cross like this, X, which on that account is called St. Andrew's cross. (2) John 4:18 gives occupation. Have pupil consult Bible Dictionary under Peter, and note: That his home was in Bethsaida, that he was given this name by Christ because he was bold and brave. He was in the habit of swearing, and was impulsive. (3) In similar way go through the list. Philip: residence Bethsaida; occupation unknown; character slow-witted, but honest-hearted.

(4) Nathanael : residence, John 21 : 2, Cana ; fisherman ; character, John 1 : 47— older than the rest and sober-minded. (6) John, brother of James, cousin of Jesus ; Capernaum ; fisherman ; young and lovable. These two men had some means. (7) Matthew or Levi ; Capernaum ; tax collector ; was quick to obey and follow. (8) James, son of Alpheus or Cleopas, probably another cousin of Jesus ; Capernaum ; occupation unknown ; stern and rigid. (9) Thomas ; residence unknown ; fisherman ; always doubting. (10) Thaddeus or Jude ; residence and occupation unknown ; a man of clear convictions. (11) Simon the Cananean ; Cana ; occupation unknown ; very enthusiastic and zealous, to whom Christ was everything. (12) Judas, Kerioth ; occupation unknown ; a lover of money, envious, jealous, and a traitor. "d" Bring out that the first six had been disciples of John the Baptist. "e" State : Of these twelve Jesus had three favorites — which were they ? John 8 : 51 tells us. "f" Add : Which ones ? Study the illustration, Jesus and Three of His Friends. Bring out all the details of the picture. Ask : What is Jesus saying to them ?

3. Jesus had other disciples than these twelve: Lk. 10 : 1 and 1 Cor. 15 : 16 tell us how many. What did they do ? They preached and taught.

4. State : Jesus' friends were not all among the common people. Some rich and prominent men were his friends. The references tells us who they were. "a" A Roman soldier, called a centurion, a captain of a guard of a hundred men stationed in Capernaum. "b" Nicodemus, a great scholar and a member of the Jewish

senate. "c" Joseph, a rich lawyer, who lived at Aramathea. "d" A certain good man in Jerusalem.

5. Some women were Jesus' particular friends. "a" Joanna, wife of King Herod's steward. She was of high social position and of some means. "b" Susanna, called "The Lily". "c" Mary Magdalene. Jesus cured her of insanity. She was very grateful and so became one of Jesus' devoted friends. "d" Mary and Martha. One a maiden, the other a widow. "e" Mary, the mother of James and Jude. "e" Salome, the mother of James and John. "g" Many others.

6. These women loved Jesus very dearly. How did they show their love for him? Have pupil read references, and from it conclude that they gave him money and other presents.

Assign to each pupil to read during the week the story of one of Christ's miracles. Mark 2:1-12; Mark 3:1-5; Mark 5:1-9; Mark 5:22-24, 35-42; Mark 5:25-34; Mark 7:24-30; etc.

17. THE WONDER-WORKER

Review last lesson as usual by having the pupils' narratives read.

Begin by telling how Columbus, before an eclipse, told the Indians that the sun would hide his face, and how they revered him and thought him a very great person. Now, have pupils turn to John 2:1 fol. and read. Ask: How would the people who saw it regard Jesus? They would wonder at it. Then ask: What do we call turning water into wine? A wonder, a miracle. Do not attempt a definition of a miracle. Use the words wonder and wonder-worker.

1. Some great and good men before Jesus did miracles — worked wonders. Let us see who they were and what they did. Then have pupils read the references and record proper conclusions.

2. Bring out that other persons in Jesus' day did wonders. The references tells us who they were and what they did. "a" The disciples. "b" Good men not disciples.

3. Then state: There were many wonder-workers after Jesus ascended to heaven. Their names and what they did. Use references.

4. Some holy persons during the middle ages did things at which the people wondered, and at which we wonder still. Here refer to Notes 15 and 16, and have pupils read. Don't cast any doubt on these miracles. They are well attested. If the apostles after Christ could perform miracles, there is no improbability about the saints of the middle ages doing the same.

5. Missionaries today do wonders. Have pupils read Note 17.

6. State: Now let us study Jesus' mighty works. (1) The most of Jesus' wonders were cures of sick people. What diseases did he cure them of? The references tells us. "a" Leprosy. Question about leprosy. Is there any remedy today? Was there then? "b" Insanity, and so wherever the expression "possessed of devils" occurs. Ask pupils to name an insane person. Are insane persons cured? "c" Paralysis. Ask for cases in your town, and get description of the disease. "d" Epilepsy, or fits. Ask for cases and secure description. "e" Running sore — cancer prob-

ably. Get description and cases. "f" Fever. Get name of some young man who has had a fever. (2) Jesus healed the lame, blind, and deformed. Ask what deformed means? "a" This was a case where one hand was very much smaller than the other. Ask for such cases today and get description. "b" Lame. Name of some lame person, and get pupil to describe the lameness. "c" Blind from birth. Ask for name of blind man. "d" Deafness. Ask for name of deaf person. "e" Dumb. Ask what a dumb person is. Ask: Do you know any such? (3) Christ had power to restore the dead to life. He did this quite a number of times. We will study three of them. "a" A twelve year girl. "b" His very dear friend Lazarus, who had been dead three days. "c" The only son of a poor widow.

7. Here encourage freedom of answer. If possible get an expression from each member of the class. A sleight of hand performer does his tricks for show. "a" Were Christ's wonders done for show? What makes you think they were not? "b" Were they done to make him popular? "c" Matt. 14:14 tells us why one of them was done. Because of his compassion. What is compassion?

8. Ask: Did Jesus ever perform a miracle for himself? Bring out that he was tempted three times to do so, but did not. Ask: Why did not Christ perform more miracles—give all his time to such work? Permit freedom of answer, but bring out that it interfered with his teaching. Miracles seldom made people better.

9. He frequently told men whom he healed to say nothing about it—two instances. Use references.

Then ask: Why? Bring out that he wanted men to understand that he was not a mere wonder-worker, but a savior.

10. Ask as on pupils' syllabus, allowing pupils to draw their own inferences from reference "a". Ask "b". His death. "c" This was because his teaching and his death changed character, while his miracles only touched men's bodies.

11. Now ask the personal questions: Which had you rather be, a great teacher or a wonder-worker? Why a wonder-worker? Why a teacher?

Study illustration Jesus Healing the Sick, calling attention to the details of the picture. Ask again: Why did Jesus do such work? Call attention again to the fact that Jesus who had this great power never used it for himself, but used it only for the good of others. Then ask: What do you think of a person who will do that?

18. TWO SAMPLE DAYS

Have pupil read the narrative of last lesson, taking pains to see that all his statements are correct. The narrative part of the course is important — it fixes the results definitely in the pupils' thought and strengthens the impression made in class. Do not slight it.

Begin by asking several of the boys in turn all the things they did Friday. Then ask: What did Mr. ———, the high school principal, do Friday? Mr. ———, a well known public man? From this make transition to the lesson. Today we want to learn how Jesus spent his time — what things he did. The men who wrote the N.

T. have told us what he did on two certain days. These may be called sample days. From them we can learn what things he was constantly doing during the three years and six months of his public life.

1. First day. Turn now with me to Matt. 13. Look hurriedly at verses 1, 2, 3, 24, 31, 33, 44, 45, 47. These verses show that the day was devoted largely to what? Teaching. Then ask "a" - "h" in rapid succession, bringing out from discussion of references "a" Capernaum probably. "b" At some friend's house, Chuza's or one of the disciples. "c" At this person's house, a very light breakfast. "d" To the lake, quite early, for the purpose of teaching. "e" He was in some friend's boat a little distance from the shore and the people on the sloping bank. "f" We have only an outline of what he said. "g" Let us see what he said. (1) Have one pupil read the reference. Ask then the name of the parable and what Jesus tried to teach by it. Permit freedom of expression, then bring out this truth: one must be careful how he hears. Use same method with other references, securing the following results: (2) Wheat and weeds. There are both good and bad people in the world, but the good shall be preserved and the bad destroyed. (3) Mustard seed — the Christian movement now small will grow large. (4) The leaven — the truth which I preach will change the whole of society. (5) Hidden treasure — it is worth while giving up all things else for character. (6) The pearl merchant — give everything for the best. (7) The drag-net — the Christian movement will gather many good men, but with them there will be some bad ones, but they will be separated at last. Bring out that each of these parables was a sermon

of twenty minutes; that there was a recess for eating the lunch which they brought. Then ask "h": How did Jesus spend the evening? Permit freedom of conjecture before looking up the references. Then: Let us see which pupil is right. Have references read, explaining them: He spent the evening at some friend's house explaining these parables to his disciples, for they were to become teachers.

Second day. Now, if the day we have just been studying about was Sunday, let us see how he spent Monday. Turn with me to Matt. 9 and note verses 2, 18, 20, 27, 32, 35, and tell me what Jesus did this second day. Devoted to preaching, teaching, and healing. 1. First event — teaches to a crowd. Comes across the lake early in the morning and goes to a friend's house. Then ask "a", "b", and "c".

2. What was his second act that day? Mk. 2 : 3 f. tells us. Then ask "a", "b", "c", "d". "e" Some persons in the crowd took exception to what Jesus did, and had a controversy with Jesus. Ask: What is a controversy? Then ask "f".

3. Ask: What was the third thing Jesus did on this day? Use reference. Ask "a". Bring out that Matthew was hated by the Jews, because they regarded any Jew who helped the Romans as a traitor. Bring out what a traitor is. Have pupils name one. "b" Matthew himself. Then ask "c", permitting free answer, but bringing out that he may have heard Jesus preach at other times, and possibly that morning. This man gives a big dinner in Jesus' honor. "d" In whose house? Name some other invited guests. Jesus ate with them.

"e" What did the Pharisees think of it? Bring out that they would not associate with this class of persons, and hated any one else who did.

4. For the fourth event see Matt. 9 : 18, 19, 23-26. Ask "a". Now follow Jesus' movements. Jesus and his disciples follow the man to his house. It was some distance away. How far? Say two miles. "b" When they came to the house, what does Jesus do? Jesus says something when he sees her — what? He does something — what? "c" What do you think the ruler did for Jesus in return? Permit free answer, but do not settle upon anything definite.

5. Begin by asking: What is a cancer? Some persons in Jesus' day had cancers. One particular person. "a". "b" The disease. How long had she had it? Then ask "c" and "d".

6. Then ask how Jesus spent the evening of this day. Permit freedom of answer. On the lake or in prayer or with his disciples. Then add conclusion, emphasizing Jesus' unselfishness, and his work of service. Ask: What did Jesus think life was for: to have people do good deeds for him, or to do good deeds for them? What do you think of Jesus for this?

19. JESUS' PRIVATE LIFE

Examine narratives of last lesson, but do not have any read. Take them home with you and read at your leisure. State to the pupils that you will report on them at next lesson.

Begin as follows: Name the two Presidents of the U. S. you like best. Name a Judge whom you know. What

are his duties? Does his work take all his time? Name a Professor whom you know. What is his work? Then ask what we mean by a man's public life. By a man's private life. In Jesus' case, what did his public life consist of? What did his private life consist of? After pupils have expressed themselves, say: We are to find out today what Jesus' private life was.

1. State: When Jesus was through with his work he used to go to the mountains and solitary places. For what did he go? Have pupils look up references, bringing out, "a" For rest. "b" To be alone and to pray.

2. State: Jesus had the habit of secret prayer. Ask: What is secret prayer? Bring out from the references, "a" That Jesus prayed in his closet. This is an inference from his injunction to his disciples to so pray. "b" Before choosing his disciples. "c" In the midst of trouble. "d" In deserts, after his work was done.

3. State: Public men spend some time in their homes. Let us see how it was with Jesus. Have pupils look up the references, bring out conclusions as follows: "a" At least four brothers and two sisters, younger than Jesus. "b" (1) They did not believe in him. (2) They taunted him with being afraid to go to Jerusalem. "c" His case was much like that of Joseph and his brethren. "d" The chances are that he seldom went home. When he wanted rest he went among those who appreciated him.

4. Bring out by question that Jesus was fond of his mother. "a" As a boy he was obedient to her. Now ask "b" and "c", permitting free suggestions by the

class. Explain that on the cross Jesus gave his mother into John's care, and John took her to his own house. This might imply that Jesus had the responsibility for her care.

5. Jesus spent much of his time with his disciples. "a" The relations between them were close. Reference tells us what he called them. "b" Bring out from John 13:29 that they had a common purse. Then ask (1) getting from the references the following answers: To buy food for themselves; for the others; and for the poor. Then ask (2). After suggestions from pupils add: They may have occasionally worked at their trades. Some of them were well to do and may have made contributions. Lk. 8:3 tells of others who gave contributions.

6. There were certain homes where Jesus was welcome and where he loved to go. These were as follows: "a" Home of Mary and Martha at Bethany. "b" Home of Mary Magdalene at Magdala. "c" Home of Joanna, wife of Chuza. "d" Some man in Capernaum. "e" Many others not named.

7. Now ask the last two questions. Begin by asking: What are some of the faults of men in public life? In private life? Accept pupils' answers. How about Jesus? Faultless in both public and private life.

Assign the twelve topics of next lesson in advance, and ask each pupil to be ready to report on his paragraph the following Sunday. Give each pupil a definite task and expect him to do it. Co-operative work is one of the best ways of securing study of the lesson beforehand.

20. JESUS' PASSION FOR SAVING MEN — EVEN THE WORST

Ask one pupil for his narrative of last lesson, and read it to the class. Ask for criticisms and corrections. Do not yourself slight nor allow the pupils to slight this feature of the course. It is a definite result you seek, and you will secure the result in proportion as you put yourself and induce the pupils to put themselves into the work.

Begin by stating that Jesus had a passion for saving men. Question until you bring out what this "saving" was — that it was bringing men to moral and spiritual character. Then state, as in second sentence of syllabus, making it clear that Jesus sought out immoral persons for the purpose of changing their lives.

1. State: There were three classes of these with whom he was constantly working. Have references read, questioning until you conclude "a" Publicans. Bring out that the publicans were regarded as turncoats or traitors, and were in consequence hated by the Jews. "b" Harlots. Refer pupils to dictionary for meaning of harlot. "c" Sinners. Bring out that sinners were those who made no pretense to good behavior.

2. Ask 2, first allowing pupils to conjecture; then use the reference. Bring out from it that they would not associate with them. Then ask whether Jesus showed that feeling. Ask what his feelings were toward them, and how he would be likely to treat them. After pupils have expressed themselves in a general way, use reference. Draw from it that Jesus was on friendly and intimate terms with them.

3. State: The respectable Jews called them hard names. When Jesus spoke to them and of them, what did he call them?

4. Jesus believed three things about them. Talk about "a" and "b" as in syllabus. Then have reference "c" read, asking pupils for its meaning, and explaining that Jesus said more of them were being influenced by him than the more respectable people.

5. Ask: How did Jesus get acquainted with these bad men and women? Let pupils suggest answers, but bring out "a" that he deliberately sought them out. They would not all come to him, so he went to them. "b" State here: Jesus was only one, and there were very many bad people; he could not meet them all. What plan did he devise for reaching them? After pupils have expressed themselves, use references.

6. Let us find out the names of some bad men whom Jesus saved. Use the references, bringing out "a" Mary Magdalene. "b" Zaccheus. "c" A notorious woman who was an adulteress. Ask: What is an adulteress? "d" A woman of Samaria. Bring out that she was living with a man not her husband.

7. Ask as on syllabus, allow pupils to conjecture, then use reference, drawing from it "a" That they were on friendly terms with him and loved to hear him talk. "b" Such persons are usually kind-hearted; so they were in this case, and did many kind deeds to Jesus.

8. Because Jesus was with these bad people so much the respectable people gave Jesus a nickname. What was it? Use reference.

9. Some of these great sinners whom Jesus reclaimed became noted afterward. Let us see what their names were. Use references "a" and "b". "c" Some people doubted whether Jesus could reclaim bad men. Paul saw many converted, and what did he say? Use reference. Ask pupils: Do you believe this?

10. Spend a few minutes with 10, bringing out by question and remarks the history of John B. Gough and Jerry McAuley.

11. Then state: Jesus loved another class of persons — who? Ask "a", "b", "c", using the references.

12. Ask questions here, putting emphasis upon — why? Accept pupils' answers, but bring out that children can readily tell who like them. Jesus loved them, and they knew he did.

21. JESUS AND HIS MISSIONARIES

Begin by asking who the Mormons are. What is a Mormon missionary? What is a Christian missionary? From this get your definition that a missionary is one sent to make disciples—to get others to think and act as he does. Then ask: Why did Christ have missionaries?

1. State: There were three different times when Jesus sent forth missionaries. Have reference "a" read and bring out the points asked for. They were sent out two by two for comradeship and to show people that it was an important matter. They were gone about five months. "b" Seventy were sent out this time as a challenge to the seventy members of the Jewish court who were trying to oppose Jesus. They were sent in ad-

vance of Jesus to see which villages were in sympathy with him. Since he saw his end approaching he had no time to waste upon inhospitable soil. They were sent out two by two, thirty-five pairs, and were gone only a week or ten days. "c" Have reference read. Bring out that the time is just before Jesus' ascension. All the disciples, more than 500. They are to go into all the world, two by two or in groups, as Paul and his helpers did, and they are to continue as long as they lived, and then others were to take their places.

2. Now ask: Why did Jesus send out these missionaries? Let pupils express themselves without reading the references. Use what you can of their answers, then answer remainder by looking up the references. "a" To multiply laborers. Talk briefly about "b," and from "c" infer: To see which towns would welcome him.

3. Begin in some such way as this: When a king sends a general to conduct a campaign he gives him instructions. How about Jesus when he sent out these missionaries? Let us see what the instructions were. Have references read, drawing from each as follows: "a" Preach and teach. "b" Heal the sick, etc. "c" Endure wrong: better be insulted twice than be resentful once. "d" They are to work for mere love of the work, not for pay. "e" Matt. 10: 11, 12 Teach in houses, to the family and their friends. Fireside talks rather than sermons. Men must feel the charm of friendship before they will follow new truth.

4. State: After a battle the general sends in his report. The missionaries did the same. What did they report? Have references read, concluding from them: "a" Joy=success. "b" They preached and taught.

"c" Luke 10: 17. They cured cases of hysteria and insanity. "d" Mark 6: 13 They healed the sick.

5. Now ask: What became of the cause after Christ was crucified? These missionaries and their successors made converts in many lands. "a" (1) At Jerusalem. (2) Antioch. (3) Rome. (4) Gaul. (5) Brittany. Show by this how Christianity grew. "b" (1) Among the barbarians. Find out and talk about the monks of the middle ages and Jesuits. (2) Tell about the crusaders trying to rescue Christ's tomb from the Turks. "c" Many Christian teachers at home and in foreign lands. Talk about missions and missionaries. Ask pupils to name some missionaries they know. Loan pupils a book entitled *Missionary Heroes*.

6. Now generalize. "a" To make other teachers and missionaries. Ask what would happen if we had no Christian teachers and missionaries. "b" Depends upon missionary zeal. Ask what kind of men make good missionaries. "c" Enthusiasm—because it is self-sacrificing and heroic. "d" Here let pupils suggest answers. "e" If pupils answer "yes," ask: Why? "f" Let pupils try to answer, then have them use a dictionary. Bring out that a missionary is a propagandist. "g" This is a personal question. If you have succeeded in glorifying the work of Jesus' missionaries there will be no trouble about securing the proper answer.

22. JESUS' FIGHT AGAINST ERROR TO ESTABLISH TRUTH

Spend a few minutes with narratives of last lesson, then begin by asking what an error is. Let pupils try to

answer, then use some such illustration as the following : Suppose a group of people believed that two and two made five. Would that be truth or error? Go a step further and say: If you were present and heard these people say that two and two made five, what would you do? Suppose a man who kept a store should believe that two and two made five, and you bought a hat for \$2.00 and a pair of shoes for \$2.00 and he should charge you \$5.00 for them what would you say? Now in Jesus' day there were many people who believed things which were not true—errors about life. Jesus tried to set them right.

1. Here ask what one error was, and have pupils recite as it occurs on syllabus. Bring out what a ceremony is. Then state: Let us see what some of those ceremonies were. "a" Explain that the law required the Jews to give one-tenth of their crops. They were so exact in keeping this law that they gave one-tenth even of the smallest garden stuff—*anise, mint, cummin*. Yet they oppressed the poor and would pass by a man who had met with an accident, without doing anything for him. "b" Reference. Whatever good they did was done for show. They wanted offices in the church, so people would think them better than they were. "c" They cut their faces when they fasted, so people would know they had fasted. "d" They washed their hands and their cooking utensils often, so as not to pollute themselves, but had unclean hearts and wicked thoughts. Now ask what Jesus said about such things. Bring out that he said such things were not religion. Jesus said: "a" Do good secretly. "b" Do to others as you wish them to do to you. "c" Put character in

first place. "d" Do not quarrel with wicked people, endure and give in.

2. Ask: What was the second error of the people in Jesus' day? Have pupils recite as per syllabus. Take up two references Matt. 6: 19, 31, Luke 12: 16-21, bringing out "a" they were chiefly occupied with putting money in banks, and the question they were always asking—verse 31. "b" We have here the story of a rich man. What is it? They said: Blessed are the rich. Now what did Jesus think and teach? "a" Blessed are they that think lowly of themselves. "b" Those that give in and endure. "c" Those who are always doing kind things. "d" Those who have a passion for holiness. "e" Those who make peace with others. "f" Who see how much they can do for others rather than how much they can get.

3. Now another error they believed and lived. Explain answer as on syllabus. Then state: "a" In regard to murder they said: He that kills another is in danger of the court. What did Jesus say? Matt. 5: 21-22, He that is angry, etc. "b" In regard to adultery they said: There is no sin unless you do the act. What did Jesus say? To think about it and to consent to do it, is adultery.

4. Now what was the error the Jews had about themselves. Favored sons. Have pupils read Matt. 3: 8-9. We are better than others because Abraham was our father. What did Jesus say? "a" Have reference read explaining it—Gentiles are as good if not better than bad Jews. A good Gentile who becomes a bad Jew is twice as bad off as he was before. "b" If the mighty

works he did in Jewish cities had been done in gentile cities they would have repented.

5. The Jews believed wrongly about the lower classes. Ask who the lower classes are. What did the Jews believe about them? "a" The poor and ignorant are rubbish, trash. "b" They are not fit for the higher classes to associate with. Now what did Jesus believe and teach. "a" The despised Samaritan had more true religion than the priests and levites. "b" That he—Jesus—came to die for such, therefore they have value.

6. In regard to treatment of others, what did these Jews believe and practice? The Jews said: "a" Do to others just what others do to you—tit for tat. "b" Love your friends and hate your enemies. Jesus said: "a" Treat others as you want them to treat you. "b" Love your enemies and pray for them that misuse you.

7. State: If you know that two and two make four and some one else believes they make five, what should you do? Let us see what Jesus did. "a" He taught them in crowds and in private conversation. "b" Trained his disciples to believe as he did and sent them everywhere to teach. "c" Lived the truths he taught in his own life. "d" By trying to get those who heard his words to do them.

8. Now ask: Do you believe as Jesus did or as the Jews? Then add: If you believe as Jesus did what then? Live as he did. Ask a final question which you may have them leave unanswered. Are you doing it? Call attention to next lesson making proper assignments.

23. THE SOCIETY FORMED BY JESUS

Teacher will read narrative of last lesson. Be sure that it is brief — nothing more than a summary of the lesson.

The starting point for this lesson is the societies in town. Have pupils name some, and let them express themselves freely about them. Then pass to societies of more religious interest, e. g., Society for Prevention of Cruelty to Animals, or American Board of Commissioners for Foreign Missions, or Y. P. S. C. E. State : Jesus formed a society. Let us find out about it.

1. Bring out here that Jesus himself was leader. Ask what the head man in the different lodges is called. Among the Masons it is "Worshipful Master", among the Odd Fellows it is "Noble Grand". Now let us see by what title Jesus was called. John 13 : 15. Then ask 2 and 3.

4. The different societies have mottoes, e. g., Y. P. S. C. E. — For Christ and the Church. Classes at school have mottoes. Ask for examples. Now what motto did Jesus' society have? Matt. 23 : 8 tells us.

5. Societies have badges or emblems. Give examples. Now what was the emblem of Christ's society. Gal. 6 : 14 tells us. Also Rev. 2 : 10. A crown over a cross. The meaning of these. The cross — self-sacrifice. The crown — kingliness.

6. All persons are not eligible to membership in certain societies. e. g., What persons only can become members of G. A. R. or Sons of Veterans? Of other societies which occur to the teacher. Now let us see what was required for membership in Jesus' society. "a" Repentance. What is repentance? Bring out

that it is being so sorry for the wrong things we have done that we won't do them again. "b" Faith like a little child. Bring out that a child is teachable, that he believes and is willing to do what he is told. "c" Not perfection, but devotion to Jesus. Then ask: What is devotion? What do we mean when we speak of a "devoted" dog? When we say one person is "devoted" to another?

7. Most societies have an oath or pledge. Members pledge themselves to do certain things. Can you name any? e. g., When a foreigner becomes an American citizen. The pledge in Jesus' society. Lk. 10:27. Begin with "To love", etc.

8. Most societies have a constitution and by-laws. What are these for? Bring out that they are to govern the society. Now what were the by-laws of Jesus' society? "a" To love and serve one another as Jesus loved and served them. "b" To renounce the world. "c" To be willing to suffer for Christ and for his cause.

9. What is the aim of the Society for the Prevention of Cruelty to Animals? Of the Missionary Society? Now let us see what the aim of Jesus' society was. "a" To make men like unto him. "b" To make men into teachers like him, who should teach and get others to come into his society. "c" To make the earth like heaven.

10. Members of the Y. P. S. C. E. are of two kinds. What? Let us see how it was in Jesus' society. "a" First kind were called disciples or learners, of which there were at least five hundred. "b" Second kind were called apostles or teachers, of which there were at

first twelve, later seventy. "c" Associate members of Y. P. S. C. E. are supposed after a time to become active members. So in Jesus' society, learners or disciples were supposed to become teachers or apostles.

12. What is a "nick-name"? Jesus' enemies gave the members of his society a nick-name. Acts 11:26 tells us what this nick-name was. Sometimes a nick-name given a boy becomes his more common name. So of the nick-name "Christians."

Pass quickly through 13-15, accepting as far as possible the suggestions of pupils.

16. Under 16 bring out two points. One who believes as Jesus did; and one who is trying to live as Jesus lived.

17. Here use an encyclopedia, or else have figures as follows on paper, to be read by one of the pupils. It is the dominant religion in Europe—except Turkey, in North and South America, in Australia, Southern Africa, and many islands, and is making progress in the other parts of the earth. The number of Christians is as follows:—

Roman Catholics	.	.	210,000,000
Greek Catholics	.	.	80,000,000
Protestants	.	.	110,000,000
Total,	.	.	<u>420,000,000</u>

Have pupils consult Notes 18 and 19.

18. 420,000,000 persons today are members of this society of Jesus, and are called, after him, Christians. Hundreds in this community are Christians. Your friends are. Are you? If not, will you become a Christian and come into his society?

24. A NEW KIND OF A KING

Begin by asking who is President of the U. S.? Who is King of Great Britain? Who Emperor of Germany? Then ask for names of some of the world's great kings in times past. Accept those mentioned by pupils. In case they can name none, teacher will name Alexander, Caesar, and Napoleon.

Then say Jesus called the new society, started by him, a kingdom. A kingdom must have a king. Who was the king of Jesus' kingdom? Then have two references read, John 18:37 and 19:19, bringing out "a" That he said he was a King, and "b" The inscription over his head on the cross was, "Jesus, King of the Jews". Then have inserted the word "new", and have one pupil read this finished paragraph.

Introduce by saying: Let us see how he was different from other kings: from Alexander, Caesar, and Napoleon, or those named by the class about whom they know most.

1. State: Kings have thrones and wear crowns. Then ask: How about Jesus? He had no throne or crown. Yet he had power greater than any king. He had power "a" Over disease, over sin, over the angels. Under "b" ask: How many subjects does the king of England have? How many Jesus? Refer to Lesson 23, 17.

2. Now ask: In what kind of houses do kings live? The answer, of course, will be something like this: In mansions and elegant palaces. Some kings have three or four palaces. How many did Jesus have? Matt. 8:20 tells us. Bring out: He had not even a home.

3. Kings have slaves and servants. How many do

you think the king of England has? Certainly as many as Solomon had. In 1 Kgs. 4:22 we find out how much it took to feed his men. Now how about Jesus? He had none. Yet, John 11:16, Some were willing to die for him, and instead of having servants, he said that he himself was a servant.

4. Now ask: What kind of clothes do kings wear? The answer will be: They have many costly garments and uniforms. Ask about the uniforms, and let pupils talk about the different kinds. Then ask: How about Jesus? The answer will be: He had only the plainest clothes and no uniform. Have pupils look up John 19:23, and explain that this garment was especially fine, the gift of some good woman. Matt. 6:26 tells us what Jesus thought about one's clothes.

5. Now in what style do kings live? What do they eat and drink? Conclude: They live in luxury, have choice food and drink. They have a great many men whose business it is to look after these things. How about Jesus? Bring out: He had only common food and drink. Matt. 6:25 tells us what he said about eating and drinking.

6. State: Kings have a court of nobles and princes. These nobles and princes are the king's officers. Talk briefly about a king's court. Then ask whether Jesus had these. Matt. 10:2 fol. tells us what Jesus had instead: A few simple-hearted friends.

7. Kings are rich. For example: The Czar of Russia is estimated to be worth \$900,000,000. How about Jesus? Bring out: Jesus was poor. Yet he did more than any other person for the world. 2 Cor. 8:9

tells us what he did. By his life and death he blessed many people, and made them rich in character.

8. Kings have armies of soldiers. Talk briefly about the purpose of armies. Then ask: Did Jesus have an army? A certain kind of army. Matt. 16:15 tells us who composed his army.

9. Then ask: With what weapons does a king's army fight? The answer will be—With guns and swords and cannon. Why do they fight with such fearful weapons? The answer will be: To kill their enemies. Then ask: What was Jesus' army to fight against? Sin, ignorance, and error. Mk. 9:2 tells us what their weapons were: Preaching, teaching, and personal friendship.

10. Now what kind of men were the kings in those days? The answer: Drunken, cruel, and lustful. What about Jesus? John 8:46 tells us. Sinless.

11. How did kings treat their enemies? Killed them or imprisoned them. Here ask for or tell the story of the Princes in Tower of London. How did Jesus treat his enemies? Lk. 23:34 tells us.

12. Now which kind of a king was in reality the greater king? One like Caesar, or like Jesus? Why? Which had you rather be? Why?

13. Now have pupils name some men who are like this kind of a king. Be sure to name only the highest type of men in the community. Do not confine them to ministers.

25. WHAT THE KING SAID ABOUT HIMSELF

Begin with narratives of last lesson, making corrections and suggestions. Commend and appreciate honest effort. Do not be too exacting. A certain margin of imperfection must be expected.

This is a very important lesson, therefore give it your best effort. Recall to the pupils' minds that Jesus was a king in just as true a sense as Alexander, Caesar or Napoleon, and a far greater person, as the devotion of countless thousands to him proves.

1. Lead up to the lesson by asking what other kings said about themselves. "a" Nebuchadnezzar, King of Babylon, boasted of the great and beautiful city, which he built. Dan. 4: 30 tells us what he said, "Is not this great Babylon which I have builded." "b" Then ask about Caesar's famous dispatch to the Roman senate after one of his battles: "I came, I saw, I conquered." This will no doubt be familiar to the members of the class. Do not try to give the Latin. Call attention to the fact that he used the word "I" three times in the brief message and that he says nothing about his army or his generals. "c" Here ask what Lord Wolsey, a great scholar and friend of Henry VIII said. The answer is given, "*I* and my King." Now when we speak of ourselves with others which do we put first — them or ourselves? We would say, "My King and I." But which did Wolsey put first? Then ask: Why? "d" Take next illustration, not stopping long with any of these men for they are merely introductory. Louis XIV of France. What did he say? The answer is

given. What do you think he meant by that? That he was the one important person in France.

2. Now let us see what Jesus said about Himself. Do not spend too much time on these references. Ask in each case what Jesus meant by his words—but do not stop to explain them in detail. “a” “Without me ye can do nothing”; i. e. nothing in Christian work or character. “b” “I and My Father are One”; i. e. one and the same; equal with God the Father. “c” Now what do you think he said about his character? Which of you can find any sin in me? i. e. I am without sin. “d” “I am a King.” “e” He compared himself with great men, and said what? “I am greater than Jonah, greater than Solomon.” Ask: Who were these men? Bring out: One was a great preacher, the other a great king. “f” “Come to me I will give you rest.” “g” I will draw all men unto myself”; i. e. make all men to love him and serve him. “h” “I am the resurrection and the life” etc. Explain: In him is power to raise people up from the dead and cause them to live forever.

3. In all his writings Shakespeare never said one word about himself. Now turn to John 8: 12-58 and count the number of times the word “I” occurs in these verses. If pupils’ count does not agree, say about —. Do not have them count over again. Counting the pronouns “me,” “my,” “mine” which refer to Jesus how many do you get?

4. Then ask 4 relying upon the pupils’ idea of Jesus for a correct answer. Bring out: It was because he was a great person—God, and knew he was a divine and powerful person, able to do great and good things, that made him talk about himself.

you think the king of England has? Certainly as many as Solomon had. In 1 Kgs. 4:22 we find out how much it took to feed his men. Now how about Jesus? He had none. Yet, John 11:16, Some were willing to die for him, and instead of having servants, he said that he himself was a servant.

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Begin with narratives of last lesson, making corrections and suggestions. Commend and appreciate honest effort. Do not be too exacting. A certain margin of imperfection must be expected.

This is a very important lesson, therefore give it your best effort. Recall to the pupils' minds that Jesus was a king in just as true a sense as Alexander, Caesar or Napoleon, and a far greater person, as the devotion of countless thousands to him proves.

1. Lead up to the lesson by asking what other kings said about themselves. "a" Nebuchadnezzar, King of Babylon, boasted of the great and beautiful city, which he built. Dan. 4: 30 tells us what he said, "Is not this great Babylon which I have builded." "b" Then ask about Caesar's famous dispatch to the Roman senate after one of his battles: "I came, I saw, I conquered." This will no doubt be familiar to the members of the class. Do not try to give the Latin. Call attention to the fact that he used the word "I" three times in the brief message and that he says nothing about his army or his generals. "c" Here ask what Lord Wolsey, a great scholar and friend of Henry VIII said. The answer is given, "*I* and my King." Now when we speak of ourselves with others which do we put first — them or ourselves? We would say, "My King and I." But which did Wolsey put first? Then ask: Why? "d" Take next illustration, not stopping long with any of these men for they are merely introductory. Louis XIV of France. What did he say? The answer is

given. What do you think he meant by that? That he was the one important person in France.

2. Now let us see what Jesus said about Himself. Do not spend too much time on these references. Ask in each case what Jesus meant by his words—but do not stop to explain them in detail. “a” “Without me ye can do nothing”; i. e. nothing in Christian work or character. “b” “I and My Father are One”; i. e. one and the same; equal with God the Father. “c” Now what do you think he said about his character? Which of you can find any sin in me? i. e. I am without sin. “d” “I am a King.” “e” He compared himself with great men, and said what? “I am greater than Jonah, greater than Solomon.” Ask: Who were these men? Bring out: One was a great preacher, the other a great king. “f” “Come to me I will give you rest.” “g” I will draw all men unto myself”; i. e. make all men to love him and serve him. “h” “I am the resurrection and the life” etc. Explain: In him is power to raise people up from the dead and cause them to live forever.

3. In all his writings Shakespeare never said one word about himself. Now turn to John 8:12-58 and count the number of times the word “I” occurs in these verses. If pupils’ count does not agree, say about —. Do not have them count over again. Counting the pronouns “me,” “my,” “mine” which refer to Jesus how many do you get?

4. Then ask 4 relying upon the pupils’ idea of Jesus for a correct answer. Bring out: It was because he was a great person—God, and knew he was a divine and powerful person, able to do great and good things, that made him talk about himself.

5. This leads up to 5. The answers here are egotists and boasters. You may have to lead up to the first answer by asking some such supplemental question as: What do we mean by egotistical? Or if any of the class are studying Latin, ask: What is the Latin word for "I." Answer: Ego. If these fail have pupil find meaning of "egotist" in dictionary. Then ask the other questions under 5 taking care that you reach right conclusions and make right impressions. Under: "Why not?" allow free expression, and if there is any difference of opinion between members let each give his reason for thinking as he does.

6. Now let us see whether Jesus made good all his claims:—Take up in turn "a" "b" "c" "d" "e" and get expressions from members of the class. Don't tarry long with each, unless there is a disposition to talk freely about it. Under "e" permit a number of estimates. Total number of Christ's followers who acknowledge Christ as King 420,000,000.

7. This is a transition question. Do not tarry long with it, except to make clear the distinction between the two methods of influence. Of course, the answer is—His companionship with them. *He* was more important than his teaching.

8. Ask 8. If the answer does not come readily explain the word "caught" by asking: How does one get the measles? Of course the answer will be: By being with some one who has them. From this proceed to the question about "catching" a desire for character. It comes more frequently from association with one who has a holy and lovable character. Then ask promptly

"a" and "b" relying upon the reasoning sense of the pupils to answer them correctly.

9. This is the place where the lesson should culminate. Do not be afraid to ask the question just as it stands. In nine cases out of ten it will be answered correctly. Then ask: Why? Let pupils express themselves freely giving their reasons. Bring out as a conclusion of the discussion: Because a man is a *person*, a living example which fills one with enthusiasm, and awakens admiration for him and a desire to be like him. Do not discountenance the reading of good books, only make it clear that to live with good and great people is better.

10. Ask first question. Then follow promptly with the second. Try to secure this answer: "No, we must live with him." Then explain that Jesus still lives; that he is not only in heaven but is on the earth unseen by us, but going in and out among us; that we feel his presence especially when in church, when we are praying, when we are studying about him, and when we do right.

Call attention to next lesson. Speak of what people said of Jesus as tributes paid him.

26. WHAT OTHERS SAID ABOUT THE KING

This lesson is very simple. Begin by referring to the last lesson, what the King said about himself. Today we want to see what others said about him.

1. Here ask who John the Baptist was. Reach this

conclusion : A man of God who was a great preacher ; people came a hundred miles to hear him. What did he say about Christ? " a " " He is mightier than I, whose shoe strings I am not worthy to untie " ; i. e., not worthy to be his slave. " b " " Behold the Lamb of God which taketh away the sin of the world " ; i. e., he is going to put sin out of the world.

2. Have reference read, then ask : Whose voice was it ? Well, what does God say of Jesus ? " This is my beloved Son in whom I am well pleased." The points here to emphasize are (1) God said Jesus was his son. (2) That he was much loved by God. (3) That God was well pleased with him. Then ask : Could God be mistaken ?

3. Ask who Nathanael was. Bring out that he was a very pious man who lived in Cana. Have pupils find Cana on map. Bring out that the first time he met Jesus he was so impressed with him that he said " a " " Thou art the Son of God ". " b " " Thou art the king of Israel " ; i. e., fit to be king of Israel.

4. Bring out who Nicodemus was. That he was a scholar, that he was rich, that he was a member of the Jewish Senate. That he was a Pharisee and that the Pharisees as a rule did not like Christ. They said of Christ : " He had a devil." But what does Nicodemus say of Christ ? " A teacher come from God."

5. Ask who John was. Bring out in addition to pupils' answers that John was Jesus' particular friend ; that he was closer to Jesus and knew more about him than any other man. What does he say of Jesus ? Then have read references " a " and " b ".

6. Follow same method with 6, 7, and 8. Do not dwell too long on each.

9, 10. Here bring out that Pilate was a Roman governor and judge, one skilled in estimating the character of men. What is his opinion of Christ? Bring out that Pilate's wife had definite knowledge about Christ.

11. Here ask who Judas was. Bring out that he had been with Jesus three and one half years, that after he betrayed Christ he committed suicide, but before he did, he had something to say to the officers about Christ. What was it?

12. Bring out here that this Roman captain had crucified many a criminal, and always made his report. Now what report did he make about Jesus?

13, 14. Jesus is in heaven, and the angels there with perfect knowledge of him — what do they say of him? Use reference. In the years to come what will every creature in heaven and earth say? Use reference.

15. Ask who Napoleon was. Let pupils talk freely about his battles. Then ask: What did he say about Jesus? "a" "I understand men, and I tell you that Christ was more than a man." "b" "Alexander, Caesar, Charlemagne, and myself have all founded empires. But while our kingdoms have crumbled into dust, the kingdom of Jesus grows apace." Ask: What does the fact of the growth and permanence of Jesus' kingdom prove about Jesus? That he was more than a man — the Son of God.

17. Now, whenever you meet a great man he makes an impression upon you. You like him or you do not. Let us see how men felt when in Jesus' presence. "a"

Admiration. Ask what admiration is. "b" Astonishment. Ask what astonishment is. At what in Jesus were they astonished? "c" Wonder. At what did they wonder? "d" Shame. They were ashamed of their sinfulness in the presence of Jesus' holiness, and so slunk away one by one. "e" Fear. Of what were they afraid? "f" Love. Why did they love Jesus? Matt. 14 : 33 Worship. What kind of people do we worship? Why did they worship Jesus?

17. Then ask each member of class to write what is his opinion of Jesus. Do not ask them to speak what they think. Be content with having them write it.

Conclude by devoting a few minutes to narrative of last lesson. As usual, examine pupils' narratives, taking them home with you occasionally for a careful examination. Assign to pupils for next lesson information about John Huss, Thomas Cranmer, Horace Pitkin, John G. Paton, Florence Nightingale. Tell them where they can find the information. A good encyclopedia will give them the principal facts about some of them. Refer to Sunday school or public library for books about the others.

27. THE KING'S GREAT RENUNCIATIONS

Devote a few minutes to narratives of last lesson. Do not slight this after-work. It is the best kind of work for making the impression definite.

1. Approach this study by making clear the idea of renunciation. Do this first by getting definition of the word. That it is giving up things which others keep,

and which one has a right to keep. Then pass to the O. T. illustrations. In each case bring out what was given up. With Moses the wealth and pleasure of a rich court, of being the son of a princess. With Gideon the glory and honor of being a king. Ask: What do missionaries to China give up?

2. Then state: Let us see what renunciations Jesus made. What was the first? Bring out under "a" and "b" that Jesus could have been a king; that the people wanted him to be, and for quite a while they thought he would be. Refer to Note 20. Next bring out what he would have had, if he had chosen to be a king. Ask: (1) In what kind of a house would he have lived? (2) Would he have had any money? (3) What else? Be content with pupils' answers. When they have answered suggest also power, honor, servants, luxury. "d" Here ask: Did Jesus have these things? Why not? Why did he give them up? What choose instead? Bring out from the references: A life of privation without a home; the hard work of making people good; and martyrdom. Bring out what martyrdom is.

3. Now what was the second question he had to decide? "a" Here ask: How did he begin his ministry? Recall some of the things he did. "b" What feeling do you think these wonders made the people have toward Jesus? Let us see. Mk. 1:28 tells us. They made him very popular. Mk. 6:55-56 they brought great crowds to Jesus to be healed, not to hear him preach. "c" Which did the people care more for, his miracles or his teaching? Why? "d" Which did Jesus care more for? Why? He occasionally did a miracle, but what did he say to the person for whom it

was done? Mark 8:26 tells us. "e" Now what was the result of his not doing more miracles? Bring out: Lk. 4:29, They drove him out of their cities. Mk. 6:2 The crowds left him, and he had to go where the people were to talk to them, whereas before they came in great crowds to him.

4. A third renunciation. What was another question which Jesus had to decide? If he preaches only the agreeable, what they want to hear, what will follow? Let pupils answer, but bring out: The crowds will follow him, and all will call him a wonderful teacher. "b" If he preaches self-denial—ask what self-denial is—What? John 6:60-67 tells us. "c" Now which do you think he did? Let pupils answer. Then say: See what Lu. 14:33 says. He preached the doing of hard duties as well as easy ones, and himself did not shrink from the hard.

5. What was Jesus' fourth and greatest renunciation? After pupils have answered, ask: What is a martyr? Can you name any? Teacher will find out about Huss and Cranmer, or better still, assign these topics to two members of the class in advance. A good encyclopedia will give the necessary information. A few paragraphs of Fox's Book of Martyrs read to the class would create interest. These men had their enemies. "a" Now who were Christ's enemies? (1), (2), (3). Chief priests, scribes, and prominent citizens. "b" What did they plan to do with Jesus? (1) Arrest him. (2) Kill him. "c" State: Jesus could have escaped. John Huss could have escaped by taking back what he said, and so could Jesus. Jesus must choose. If he would take back all he said, and give up his work of teaching and helping men, he would have had: (1) Long life, honor as a great man,

and been a popular idol. (2) But if he does not give up his work, he will suffer "a" great agony, "b" death on a cross. "c" But by it he will become the Saviour of the world. "d" Now which does he choose? Then ask: What do you think of Jesus for doing this? Permit free expression. What kind of a man does it prove him to be?

6. Now ask: Why did Jesus make these great renunciations? Let pupils answer before they look up the reference. If they do not answer correctly use the reference. Bring out: It was in order to help and bless the world. Bring out: That the world today thinks more of Jesus because of his self-denials than if he had not renounced the world and its pleasures.

7. Name some one who has acted like Jesus. Now ask about Horace Pitkin, John G. Paton, Florence Nightingale. Teacher must have information about them in case pupils fail to secure it.

8. Now ask: What are you going to do — live a life of ease and selfishness or a life of self-denial like Jesus? Do not press for an audible answer. Press the alternative, then let the matter rest with their own consciences.

Make plans for the second examination. Follow suggestions in Lesson 14, but spend some time in illustrating and adorning the Class Portfolio. Some original cover design by pupil with artistic sense, or secured from some other person by one of the pupils, would exalt the portfolio work to its true place. The decorating of the classroom, or plans for it, can be done at this time.

28. THE REJECTION OF THE KING

Talk about the examination. Give each pupil his examination paper with his per cent. marked on it. Then read your own narrative of last lesson.

Approach this lesson by bringing out what a rejected lover is.

1. From this pass to the lesson. The people rejected Jesus. Ask: Why? Permit free expression. Jesus told a beautiful parable about his rejection. Let us see what it is. Mk. 12: 1-9. Have one pupil read it. Then ask "a", "b", "c", "d". "Servants" were O. T. prophets; "Son" was Jesus; "husbandmen" were the Jews.

2. John, Jesus' friend, said something about Jesus' rejection. What was it? Then add: Jesus was a prince — ask what a prince is — and so had a right to expect they would follow him.

3. His first rejection. Have references read. Then ask: Who rejected him first? His family. How do you suppose this made Jesus feel?

4. Shortly after this he learned how many of the people felt toward him, because a whole city rejected him. Have reference read. Then bring out the name of the town. What is the name of your home town? The name of Jesus' home town? How long had Jesus lived there? From two years of age to about thirty. Then ask: What did the men of that city attempt to do with Jesus? To throw him down a high precipice and kill him. Why?

5. After this where did Jesus move to? Matt. 4: 13 tells us. What kind of a place was Capernaum? Have

one pupil refer to Bible Dictionary, read silently, and tell what he read. Say: I wonder what things Jesus did there. Mark 1 : 22, 31, 34 tells us. He performed many miracles and taught. Now, how did they treat him? Matt. 11 : 23-24 tells us. They rejected Jesus. Jesus was good to them, why did they reject him?

6. Now bring out that other cities would have nothing to do with Jesus. Lk. 10 : 13, 14 gives us their names. What kind of places were they? See Bible Dictionary. Where were these cities? Were they near Nazareth and Capernaum, the other cities that drove Jesus away from them? Have pupils locate them on map.

7. Once a great multitude of the people who thought a great deal of Jesus turned away from him. Why do you think they thus turned from him? Get conjectures from pupils. John 6 : 15 tells us. They wanted him to give up being a teacher and be a king. Jesus said there were two kind of kings. He was willing to be one kind, but they wanted him to be the other. What kind of a king did they want him to be? One who would lead armies and fight. This kind of a king Jesus refused to be, so they left him.

8. So many persons were rejecting Jesus, it seemed as though he had only a few hundred friends left. One day a large number of these left him. Why did they leave him? John 6 : 60-66 tells us. They did not like what Jesus said about self-denial and sacrifice. Jesus said a true Christian would be willing to give up things for the sake of others. They wanted to make the Christian life easy, and so were offended and left him. When they went away Jesus said something to them. What? Lk. 9 : 26 tells us.

9. A large part of Palestine rejects him, and is so strongly opposed to him that he does not dare stay there. Ask "a", "b", "c".

10. His many friends in loved Galilee are cold toward him. So he leaves them and departs. Ask "a" and "b".

11. The leading men of the nation reject him. Mk. 8 : 31 tells us who they were. Ask "d".

12. Now what would other persons have done had they been thus rejected? Accept pupils' answers, but bring out that they would have given up in despair and left the people to their fate. Illustrate by asking what some fathers do when their sons become drunkards. They cease to own them, and turn against them.

13. But what did Jesus do? John 10 : 11 tells us. He gave his life for them. "b" Why? Because he loved them. Love makes one willing to suffer for others. How Jesus must have loved, to die for those who thus rejected him. What do you think of Jesus for so doing? Do you have any such qualities?

29. THE KING'S ENEMIES

Devote the first three minutes to the narrative of last lesson. Suggest and commend.

Begin this lesson with a few words about David's enemies. Then a few words about Luther's enemies. Then ask about Abraham Lincoln's enemies.

1. Jesus had enemies. Ask: Who do you think they were? After the pupils have expressed themselves, use the references. "a" Scribes, who were the scholars "b" Pharisees, who were the zealots for the O. T. law.

"c" Priests, who were the religious leaders. "d" Rich and aristocratic people. "e" Two influential men: Caiaphas and Annas.

2. Ask: What fault did Luther's enemies find with him? What fault did Lincoln's enemies find with him? Let us see what fault the Jews found with Jesus. Bringing out from the references: "a" Because he did not observe the custom of washing his hands before dinner. "b" Because he associated with a low class of people. "c" Because they thought he broke the Sabbath. "d" Because he said he was God.

3. They bitterly hated Jesus — why do you think they hated him? Use reference, bringing out: "a" Because he reproved them for their wickedness. (1) What did he say about the Pharisees? Matt. 23:25. They make people believe they are good, but they are in reality wicked. (2) What did he say about the priests? Lk. 10:30-31. They are too hard-hearted to help a man who has met with an accident. (3) What did he say about rich men? Here have pupils venture an answer without looking up reference. Then use reference. (4) What are some of the nicknames you give boys in school? Now what were some of the names Jesus called these wicked men? Use the references. "b" Matt. 22:46 gives us another reason why they hated Jesus. Because he got the better of them in argument. "c" John 2:13-15 gives another reason. Because he drove them out of the temple. "d" John 12:19 Because many people left them and followed Jesus.

4. Bring out what Lincoln's enemies did to him. Then pass to what Jesus' enemies tried to do to him, using the references.

5. How did these things affect Jesus? "a" Did Jesus hate them? "b" What did he try to do? "c" Did he use violence against them? He could have called twelve legions of angels to fight for him — why did he not? "d" Was he afraid of them? Why not? "e" Between death and loyalty to his cause, which did he prefer? Why? "f" What did he see would result if he died a martyr's death? John 12:32 tells us.

6. Name some other men who had enemies, but who keep on doing right. Accept those the pupils name, and let them talk freely about them. After they are through, ask about Socrates, Tyndall, Huss, Joan of Arc. If you have a biographical dictionary, have parts read about these men.

7. Name some good men that you know whom wicked men do not like. What do you think of them? Bring out how they behave under the hatred of wicked men.

Assign topics for next lesson, referring pupils to paragraphs in "Jesus the Nazarene", Davis; and "Life of Christ", Dawson. Ask one pupil to find out about the Ku Klux Klan.

30. THE KING'S FIRST ARREST AND TRIAL

Begin by asking your pupils if they ever saw a man arrested. If so, who? If not, then ask, if they ever knew a man who was arrested. Who? For what was he arrested? At his trial was he found guilty or innocent? Then state: Jesus was once arrested and had a trial. Ask: What do you think Jesus was arrested for?

Permit one or two conjectures but do not answer question here.

1. Now ask what were the Jewish laws in regard to keeping the Sabbath. "a" Jer. 17: 21-22 tells us. Under "b" have pupil read Note 21. "c" Num. 15: 32-34, 36 tells us what one man did on Sunday and how he was punished.

2. Then ask: What do you think of such laws? Let pupils express themselves freely. Would they be kept today?

3. Ask: What do you think Jesus thought of them? "a" Mark 2: 27 and "b" Matt. 12: 12 b tell us. The Sabbath is less important than the welfare of men, and it is lawful to do good on the Sabbath. Ask: Is it right for ministers and doctors to work on Sunday? Why?

4. Now let us see what are some of the things Jesus did on the Sabbath. Here have pupils look up references under "a," "b," "c," "d," bringing out something definite under each.

5. At the trial what was the charge brought against Jesus? John 5: 10-16 tells us. Bring out: It was that he had broken the Sabbath. What is the penalty with us for breaking the Sabbath? What do you think the penalty was then for breaking the Sabbath? Let pupils express themselves before looking up the reference. Ex. 35: 2 tells us. By what means was the Sabbath-breaker to be put to death? Permit free opinion. Then use reference.

6. Ask: How many of you have ever attended a court trial? Talk with pupils about court. Bring out

that there was a judge and jury. How many persons do you think constituted the Jewish court? Refer to Note 22. They were judges and jury. How were they seated? Where did the prisoner stand? Though it was 1900 years ago we know the names of some of the members of this court. The Judges: Luke 3: 2. Two of the Jury: Luke 23: 50-51 and John 7: 50.

7. Ask: What was the result of the trial? "a" Have references read and infer that because he still continued to preach and teach he must have gotten free. "b" But he had clearly done the things he was charged with, why then did they let him go? Let pupils express their opinion, then have one of them read Note 23.

8. Then ask: What effect did his arrest and trial have upon Jesus—did he stop doing good on the Sabbath? What makes you think he did not? After pupils have expressed themselves state: We know what he did the very next Sunday. Mark 2: 23 tells us. What did he do the second Sunday? Matt. 12: 9-13.

9. Continue by saying: After a time the Jews who hated Jesus made another attempt to arrest him. "a" John 7: 14 tells us where. John 7: 23 tells us what for. "c" Did the officers who were sent to arrest him do their work? Why not? John 7: 44-45 tells us. "a" Some members of the court were for condemning Jesus without giving him a trial—but a certain member of the court said they could not do that. Who was this man who thus stood up for Jesus? John 7: 50-51 tells us. Bring out that Nicodemus was a friend of Jesus.

10. After this a mob made an attempt to kill him.

"a" John 10: 22 tells us where. "b" How was the mob going to kill Jesus? John 10: 31 tells us. "c" What had Jesus done or said? John 10: 33 tells us. In what ways does a mob kill colored men today? Have pupil to whom the assignment was given report on Ku Klux Klan.

Do you think Jesus stopped teaching and doing good after this? What makes you think so? Then ask—If you had been living then and were writing a letter to a friend immediately after these attempts on the life of Jesus what would you have said about him?

Assign topics for next lesson. Give one pupil Napoleon's exile on Island of St. Helena, another The Pilgrims.

31. THE KING IN EXILE

Begin by asking: What is meant by being in exile? After free expression ask what great soldier of France was exiled. By whom? Where to? If pupils do not know about Napoleon do not waste time in explaining. Take up the more familiar experience of a man leaving his country because the king and his officers there meant to persecute him. Ask about the Pilgrim exiles. Then state: Jesus was an exile. He left this home country because the people were so hostile to him.

1. Now let us see how the rulers felt toward Jesus. Take up "a," "b," "c" using the references. Bring out that they were all determined to kill him.

2. Under these circumstances what does Jesus do? What would you do? Permit free expression then add John 7: 1 tells us. Then ask: Why did he go? Permit

free expression, then bring out that it was not because he was afraid to die, but because there was so much work for him to do.

3. Ask: Where did the Pilgrims go when they were persecuted in England? To Holland and then to America. Ask: Why? Bring out that it was to be let alone in their religion. This was what Jesus wanted. Now where did Jesus go? "a" Mark 7: 24 tells us. Have pupils locate Tyre and Sidon on map, measuring the distances from Jerusalem. What kind of people lived there? Have one pupil read in Bible Dictionary under Tyre and Sidon. What route do you think Jesus took? Mark 7: 24 and 31 gives us some information. Have pupils mark with pencil, drawing line from Capernaum to Tyre then to Sidon, then a wide semicircle down to Decapolis. "d" Jesus did good wherever he was—what two good deeds did he do on this journey? Mark 7: 25-30 and 32-35 tells us.

4- He had hoped upon his return that his enemies would be gone from Galilee, but "a" What does he find? Mark 8: 11 tells us. "b" He goes into exile again—where does he go this time? Mark 8: 27 tells us. "c" How do you think Jesus spent his time? Don't allow pupils to look up reference yet. Ask: How do you spend your time when on a picnic? Did Jesus spend his that way? How then? Mark 8: 31. "Teach" is the important word here. "d" What did he say to them, do you think? Well perhaps so, but Mark 8: 31 tells us. "e" What do you think they had believed about him? Bring out they thought he would be a king.

5. Ask: What occurred to Jesus during this second

exile ? He is transfigured, i. e. glorified. Bring out that he was then for a short while what he is now in glory. "a" Where did it occur ? Mark 9 : 2. "Just what occurred to Jesus there ? Use reference, bringing out all the details. "c" Put question in this form : Who saw it, a great crowd, or only one or two ? "d" Some O. T. men long dead appeared to them—who were they ? Use reference bringing out that they had both been exiles. "e" A Voice from heaven said something—what ? Use reference and ask why God loved him. Accept pupils' answers. There were eight words in what the "Voice" said—If you had only eight words to say about Jesus what would they be ?

6. Soon after this Jesus returned to Galilee. "a" When he came back did he return publicly or secretly ? Use reference and ask : Why secretly ? "b" Whom did he visit upon his return ? Use reference and bring out : He is willing to risk danger for the sake of seeing her ; and though his enemies are thick, and bitterly hate him, yet he will not stay away on that account. Ask what this shows about Jesus' character. Bring out in addition to pupils' suggestions : His great love for his mother : His fearlessness amid his enemies.

32. WILL THE KING GO TO THE FEAST ?

Have narrative of last lesson read and secure criticism from the class. Spend some time on the class portfolio, decorating the headings with designs and profusely illustrating it.

Introduce the lesson as in syllabus. Do not spend much time with the two questions.

1. State: There was a plot against Jesus at Jerusalem. What is a plot? Ask: "a", "b", "c", using the references. Under "c" ask about reward notices for lost articles and arrest of criminals.

2. State: There is a great camp-meeting at Jerusalem. Ever so many people went. Ask "a" and "b", using the references. Under "c" secure: Some said he would, others said he wouldn't. "d" Then ask: From what you know of Jesus, what do you think he will do? Permit free expression and ask: Why?

3. Bring out that Jesus was brave and fearless. "a" He said something once about being afraid, what was it? "b" Does Jesus go to the feast? Luke 18:31. "c" Does he go alone? Who go with him? Luke 18:31a tells us, also Matt. 27:55-56. "e" There were two great roads to Jerusalem — which way do they go? Matt. 19:1 and Matt. 20:29 tell us. "f" They stop at a certain place. Where? John 12:1. "g" When the common people, Jesus' friends, who had not seen him for days and did not know whether or not he would come to the feast, heard he was there, what did they do? John 12:9. Bring out: They plan a triumphal procession for him. Ask what a triumphal procession is.

4. Ask: What day did Jesus reach Jerusalem? See Note 24. What were Jesus' instructions to two of his disciples? Luke 19:29, 30. What did Jesus want the colt for? Luke 19:35, 36 tells us. There was a great procession following Jesus. They did not have uniforms, nor march in step like an army, but how many do you suppose there were? John 12:12. A great many of Jesus' friends had already reached the city, what did

they do when they heard Jesus was coming? John 12: 12, 13. They showed their regard for Jesus by doing what was frequently done for kings—what was it? Bring out: They took off their outer garments and spread them in the road, etc. They made the air ring with a great shout—something like the cheers at a ball game—what was it they shouted?

5. Here state: Jesus was a King, but not the kind of a king the people thought he would be. The people had seen the processions of those announcing themselves kings, and Jesus was a prince. He belonged to the family which had furnished the kings among the Jews for many years. Then ask: What did Jesus' friends think he was about to do? John 12: 13 last clause tells us. "b" When on the top of the Mount Olivet, Jesus did something which disappointed his friends, and showed them that he would not be their kind of a king. What was it? Luke 19: 41 tells us. "c" What did they think his weeping was a sign of? Let pupils express themselves, but bring out: weakness and cowardice. "d" What made Jesus weep? Let pupils express themselves, then ask: Did you ever see a man cry? What made him cry? Bring out in regard to Jesus that it was the ingratitude and wickedness of men that made him weep. Ask: "e" What did Jesus do when he entered the city? "f" This happened on Sunday, how did he spend Monday, Tuesday, and Wednesday? Use reference, and add that many persons were disappointed in Jesus because he would not proclaim himself king. They thought him a weakling and coward, and so felt bitter toward him. He lost the support of multitudes of the people with whom he had been popular. Then ask:

How do you think Jesus took it all? Bring out: He held on his way, guided by an ideal too high for them to understand.

33. THE LAST DAY OF THE KING'S LIFE

Begin by asking pupils how a man would spend his time if the doctor told him he would have just one day more to live. Bring out, if you can, instances known to the pupils of how the last day of some man's life was spent. Then ask how each of them would spend the day if they knew they were to die tomorrow. Conclude by stating: This was the situation that confronted Jesus.

1. Ask now when one day ends and another begins with us. How was it among the Jews? Refer to Note 25. Then ask how Jesus spent the forenoon.

2. State: In the evening Jesus and his disciples had dinner together. This meal was observed by all the Jews and was called the Passover. Then ask "a" and "b", bringing out under "a" the facts in Exodus, and under "b" that some one had to buy and prepare the things to eat. Tell about these preparations, and conclude that they were: 1 To engage the room and prepare the tables; 2 Buy a lamb; and 3 Take it to the priest and have him kill it; 4 Roast it; 5 Get some bitter herbs and some unleavened bread. These preparations were made in the forenoon. "c" Then ask: Who made all these preparations? using reference. Use same method with "d" and "e", bringing out that this man was a friend of Jesus'.

3. Ask: At a Thanksgiving dinner what things do we usually have to eat? At this Passover dinner what

things did they have to eat? "b" Before the dinner some of the disciples got into a quarrel. What was it about? Luke 22:24b. Explain that at a Jewish meal the persons were always seated in order of importance. They were very particular about this. They had to know the relative rank of the guests in order to seat them properly. Under "c" refer to Note 26. They were arranged, so far as we know, as follows: Judas was 1. Jesus was 2. John was 3. Peter, 13. 1 was the place of honor—13 was the lowest. Arrange the others according to pupils' fancy.

4. State: After they are in their places one of them washes the feet of the others. Ask: "a" Which one? using the reference. "b" Why do you suppose he did it? Permit conjectures, then use reference. Bring out: To teach them the lesson of greatness through service. Ask "c", making use of references. Then ask: Why do you think he washed Peter's first? Bring out: Probably because Peter had taken the lowest place. Ask "d" and "e". Under "e" bring out: Probably because he thought it was beneath Christ's dignity to do it.

5. As they are eating their meal Christ says to them: "One of you shall betray me". Then ask "a"—"e", using references, and bringing out proper answers.

6. Begin this section by asking about a minister's farewell sermon. Jesus here makes a long farewell address to his disciples. "a" What does he say? John 13:32-34. "b" What else? Have pupils run their eye quickly over John 14. "c" Then over chapter 15. "d" Then over 16. "e" After his address what? A prayer. What does he say in his prayer? John 17.

7. After the prayer they have a communion service. "a" Have pupils describe a communion service as held in their church. "b" Ask: How did this custom originate? using the reference. "c" Of what four acts did the first part of the service consist? Use reference, bringing out: 1 Took bread, 2 Blessed it, 3 Broke it, 4 Gave it to the disciples. "d" What did he say as he gave it to them? Use references. Ask "e", bringing out: 1 Took cup of wine, 2 Blessed it, and, 3 Gave it to them. Then ask: "f" - "i", using the references.

Take up narrative of last lesson. Spend a few minutes making the impression definite. Have one pupil look up during the week about Benedict Arnold. If possible, get a good biography of him from the library, select passages relating to his treason, and give book to one pupil to read during the week.

34. THE TRAITOR

Have narratives of last lesson handed to you by all the pupils, and take them home with you for careful examination. Detain two or three whose work is least satisfactory, and make corrections and suggestions.

1. Begin this lesson by a few questions about Benedict Arnold. Bring out: Who he was, what he did, why he did it, and what became of him. Ask: What did he say about his life? End discussion with a definition of a traitor.

2. State: There was a traitor among the disciples. Ask "a" and "b", allowing pupils to answer without looking up the references, if they can. "c" State:

Arnold got \$30,000 for what he did. What did Judas get? Matt. 26:15 tells us. Bring out: The amount in our money was about \$15.00. Ask "d", permitting free answer. Then have the pupils look up the reference. Then ask: What did he say of his act? Matt. 24:3a tells us.

3. Benedict Arnold was once an American patriot and brave soldier. Judas was, at one time, a good man and friend of Jesus. Two things show this. Bring out from references, "a" Jesus chose him as one of his disciples; and "b" He sent him to teach and preach and heal the sick.

4. Begin topic here by asking for the officers of a society. Get president, secretary, treasurer. Judas held a certain office in the Society of Jesus. What was this office? John 13:29. Bring out: Treasurer. Ask: What are the duties of a treasurer?

5. Jesus said of Judas once that he had a devil. Ask: What was this devil? Conclude: The devil of envy and jealousy. Then add: Judas thought he must be the chief among the disciples, and there were quarrels among them. "a" What were these quarrels about? Permit free answer. Mark 9:34 tells us. "b" Who do you think took part in these quarrels? (1) What did we learn in our previous Lesson 3, b and d. This was between Judas and others, since Judas succeeded in getting the seat of honor. (2) Mark 10:35, 37, 41 tells of others. "c" Jesus had three favorites among the disciples. Who were they? Use reference. "d" Name three occasions when Jesus honored them. See references. Then ask: "e" What effect did this have upon Judas? It disappointed and angered him.

6. State: It is likely that Judas came in conflict with Jesus. Bring out: "a" Once when Jesus reproved Judas publicly about money. "b" Look up Matt. 16: 23. Draw from this: If Jesus reproved Peter, undoubtedly he reproved Judas.

7. Jesus said something which was meant to help Judas, but which Judas took offence at. Use references, getting from "a": This was meant to warn Judas against his love of money; and "b" This was about always wanting to have for himself the place of chief guest.

8. State: Jesus said two harsh things about Judas. From "a" conclude: A devil; from "b" Better for Judas if he had never been born.

9. One of the disciples said something about him. From "a" get: He cared nothing about the poor; from "b" He was a thief, and took away what was put in the treasury.

Assign the following passages to be read by pupils during the week: Luke 22: 39-46; Matt. 26: 47-56; Matt. 26: 69-75. Assign also readings from Dawson's "Life of Christ", and Davis' "The Story of the Nazarene".

35. THE ARREST OF THE KING

Begin with the words Reformer and Philanthropist. After some discussion use dictionary. Add that Jesus was such a person. Ask: Are such men arrested today? State: But Jesus was arrested.

1. State: There was a conspiracy against Jesus. Ask: What is a conspiracy? Bring out meaning, then

ask "a," "b" and "c," getting from "e": It is better for us to kill Jesus than to allow him to raise an insurrection, for then the Romans will come and destroy the whole nation.

2. Jesus tells his disciples that they will all leave him when the officers come to arrest him. But they raise their hands. Why raise their hands?—and vow a vow of heroic loyalty to death. Ask "a" using dictionary if necessary. Then pass quickly to "b" and "c."

3. Jesus is in great agony. Ask here the following in quick succession. "a" Where? "b" Who are with him? "c" He is praying—what does he say? "d" What does he finally say to God? "e" How great was his agony? Why did he suffer so? Was it dread of death? "f" While Jesus was suffering this intense agony, what were his disciples doing?

4. Ask following questions and get answers as indicated: "a" Who make arrests today? Policemen. "b" Who did then? Soldiers. "c" Who led the soldiers to the spot where Jesus was etc.? "d" Prisoners usually resist arrest—did Jesus? Why not? "e" Some of the disciples would have fought—but what did Jesus say to them? "f" He could have called twelve legions of angels to fight for him had he desired them—did he call them? Why not? Bring out that he would not gain his victories by such means. "Then ask: What request did Jesus make of the soldiers about his disciples? That they would not arrest them.

5. The disciples pledged loyalty—"a" How did they behave in the hour of Jesus' need? Use reference. "b" Peter and John were a little braver than the rest, what did they do?

6. John went into the court-room, but Peter remained outside. There was a little girl door-keeper there. Ask "a" — "e" using the references and reach the obvious conclusions. Under "b" ask: What should Peter have said?

7. Judas probably was present at Jesus' trial. "a" When he saw that Jesus was condemned to death what do you think he did? He did two things. Use reference. What do you think they did with the money? Permit free answer before using the reference.

Pass now to the narrative of last Lesson. Read your own narrative. Have it illustrated and show it to the class. Let it be brief.

Assign paragraphs in biographies of Christ by Dawson, Davis and Elizabeth Stuart Phelps about Christ's trial, for reading during the week.

36. THE KING A PRISONER—HIS TRIAL

Have least interested pupil read the narrative of last Lesson. Correct, suggest and commend. Begin Lesson 36 by asking whether any of the pupils ever attended a trial at court. Let pupils talk freely, telling whose trial, the crime, the verdict, etc. Then ask: What is a trial for? Get this answer: To determine whether the prisoner is innocent or guilty.

1. The names of the officers who compose a court among us. Name Judge, Jury, Clerk of Court, Sheriff, etc. What among the Jews? Ask "a" referring to Lesson 27, 6. Bring out the easy answers under "b," "c," "d."

2. State: Jesus is brought before the court. Ask "a".

The use of lanterns and torches would show that Jesus was arrested at night, and the crowing of the cock would show that it was well toward morning. Ask "b"—"k" using the references which give the obvious answers.

3. Ask here: "a" How is a jury selected with us? Explain the drawing of jurors, and the selection of twelve men for each case. Under "b" bring out that any dislike a man may have toward the prisoner, or if he believes the prisoner innocent or guilty, he can not be a juror. Ask "c" and "d" and follow the "No" of "d" with: What makes you think so? Under "e" let pupils express themselves freely, but bring out: It would not have made any difference. Other men would, but Jesus was different from all others. He saw that by his death he would do more than by his life.

4. State: Jesus is found guilty. "a" Ask: Who gives the sentence of death in our courts? The Judge. Bring out under "b" that only the Roman governor could do this among the Jews. "c" Have one pupil turn to Bible Dictionary under Pilate and Note 27 and read. "d" What does Pilate do with Jesus? Reference. "e" Pilate examined Jesus—and to what conclusion did he come—innocent or guilty?

5. Weak and cowardly Pilate. Ask "a" getting this answer: Let him go free. "b" Then ask: If Jesus was innocent as Pilate said he was—why did he not set him free? Get this answer: Pilate was a coward and was afraid the Jews would put him out of office if he did not do what they wanted him to do. Then ask: "c" What did Pilate finally do? using reference. Ask "d" and "e," and trust pupils for proper answers. Ask "f," bringing out from reference that Pilate was afraid to dis-

6. State: It is likely that Judas came in conflict with Jesus. Bring out: "a" Once when Jesus reproved Judas publicly about money. "b" Look up Matt. 16 : 23. Draw from this: If Jesus reproved Peter, undoubtedly he reproved Judas.

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please such prominent men as Annas and Caiaphas. Under "g" trust pupils for correct answer. Ask "h" following the answer with—why? Jesus is the king for he is a kingly man.

6. Then ask the following questions, gaining from pupils the following answers: How long in our day from the time a person is arrested until his trial? Many months sometimes. How long in Christ's case? Bring out that it was the same night, only one or two hours after.

37. THE DEATH OF THE KING

Begin by asking: How do we execute criminals? Among the Jews what method was used? Permit conjecture before using references. With the Romans among her conquered people, what method? Permit free expression of opinion then use references.

1. State: We are to study today about Jesus' execution. "a" What day of the week? If pupils are slow in answering, ask: Upon which day of the week do we hang criminals? What time of day was Jesus crucified? Permit conjecture then refer to Note 28. Ask "b" using the reference. Under "c" bring out the order of the procession. Ask: (1) Who went first? What did they carry? What was on it? (2) Who followed him? What did they carry? Bring out here: Hammer, nails, shovel, etc. and then spears. Ask (3), (4), (5) and (6) bringing out under (6) that Jesus fainted under the weight of the cross and it was placed upon the back of one of his friends. "d" Now ask pupils to tell what

they think occurred when the procession reached the top. Bring out: They dug a hole for the cross. They bound Jesus upon it. They nailed him on it, driving nails through his hands and feet. They raised the cross in the hole and packed dirt and stones around it? So also for the two criminals. "e" There were four kinds of crosses used for crucifixions. Ask pupils to describe any they can. Then use pencil, drawing the kinds not mentioned by them. T = St. Anthony's. † = Roman. ‡ = Greek. X = St. Andrew's. Then ask: On which kind was Christ crucified? Roman. "f" Then bring out by question that we use hanging or electrocution because it is quick and painless. "g" Bring out by question that the Romans used crucifixion because it was the most brutal way they could devise. Ask "h" and "i," accepting answers of pupils. Do not make an effort to be too exact. The contrast is what you are after. Under "i" refer pupils to Note 29.

2. Jesus—Hero and Conqueror. "a" State: Some women were weeping as Jesus went to his execution—what did Jesus say to them? "b" The soldiers offered Jesus wine with drugs in it to stupify him. Does he take it? Why not? "c" Those who are executed often "break down," did Jesus? What effect did Jesus' heroism have upon the captain in charge of the execution?

3. Who did Jesus think about when on the cross? Permit free expression, "a" He thought about a certain man. Who? (1) His idea of Jesus' guilt. (2) He makes a request of Jesus. What? (3) Does Jesus grant his request? "b" Some one else he thinks of. (1) How do you think she felt? (2) What did Jesus

say to her? (3) What does he say to John? Under (4) bring out that John took care of her the rest of her life. Use references which will readily yield the correct answers.

4. State: While Jesus was on the cross there was darkness and an earthquake. "a" Ask: Did you ever see it grow dark in the day time? When? How dark did it get? Permit freedom of expression. "b" Such a period of darkness occurred when Jesus was on the cross. What time of day did it begin? And how long did it last? The sixth hour was 12 o'clock. "c" What occurred while it was dark? "d" What became of the crowd when it grew dark? Bring out: They probably were frightened and went home. Then ask "e."

5. Jesus spoke a number of times while he was on the cross. Use "a," "b," "c" and "d," using the references. Make it clear that these were his last words. Spend a minute or two with the illustration.

6. Ask: "a" What do we mean by a "broken heart?" Permit free answer. Then ask "b," "c," "d," bringing out under "b" that one's emotions cause the heart break; that Jesus' sorrow broke his heart and that this was proved by the blood and water which came out of his side.

7. The burial. Ask: "a" What is done with the bodies of executed men today? Allow free answer, then correct pupils' statements by saying: They are buried by the state, or handed over to their friends. What was done with the bodies of crucified men in Jesus' time? Here also permit free conjecture, then add they were usually allowed to hang on the crosses until

vultures ate them. "c" State: Jesus had two good friends. Bring out the names and what they did. Ask "e," "f" and "g," using references, permitting free talk under "f."

8. Then ask: What do you think Jesus' friends thought that night? Bring out: They thought that they would never see Jesus again. How did the priests feel? Permit freedom of conjecture, bringing out after pupils have expressed themselves, that some of them could not help feeling they had made a big mistake, but others protested they had done right. Ask: What do you pupils think? What makes you think so? Spend rest of lesson hour with narrative of last lesson.

38. THE CHRIST-KING ALIVE AGAIN

Begin by asking about cemeteries. Then state: Jesus was buried, but after a short while in the grave he came to life again. Do not tarry to discuss the mystery—stop with the fact, which is well nigh universally believed.

1. Then ask: How long was he in the grave? Let pupils express themselves freely. Then add: "a" Bring out by reference to 37, 1a that it was Friday night. From "b" get: Sunday morning, very early in the morning. How long was it then? How many hours? Ask "c", using the reference.

2. We go to the cemeteries now to take flowers. On the Sunday morning after Jesus was buried some women went very early to the tomb. "a" What do you think they went for—to take flowers? Mark 16: 1-2 tells us. "b" Why did they not go Saturday morning? Recall here that Saturday was their Sabbath, that they did

nothing that even resembled work on that day. Bring out that the Jews today keep Saturday as their Sabbath. Under "c" Let pupils suggest names, then use the references.

3. When they reached the tomb they found it open. "a" Have one pupil describe the tomb. If possible draw diagram or use pictures. "b" Then ask: How had the tomb been closed? using the reference. "c" By what means was it opened: Did some men open it by night: or by earthquake or how? After conjectures by pupils use reference. "d" What did one of the women, Mary Magdalene, think when she saw the tomb open? Allow conjectures, then use reference. "e" The women saw a certain person at the tomb? Who? Bring out "f" His appearance and what he said to them. Ask "g", "h", "i", using the references. Under "i" permit conjectures before using the reference.

4. When Peter and John heard that the tomb was open they ran to it — it was some distance. "a" Which reached the tomb first? Why? Bring out that it was because the "other disciple" was a faster runner than Peter. "Other disciple" was John, the one writing the account. Ask "b", "c", and "d", using the references. Bring out under "d" That the cloths used in embalming the body, and the garments in which the body was wrapped, were in shape as though the body were there, but the disciples could see the body was not there. They were fold for fold, as they had been left Friday night. This is important, for it explains the conclusions to which they came. "e" Having made this clear ask: What were the conclusions to which the disciples came? First conclusion was what? Why? Because the clothes

would have been taken away with the body—or, if not, they would have been disturbed. Second conclusion was what? Why? For the same reason. Bring out that only one other conclusion was left—that Christ himself had miraculously risen.

5. Here ask question. Permit conjecture, and use reference.

6. Ask question. Then bring out: That we too shall live again. There is a life beyond this—an eternity of years where we shall live with Jesus. Explain and emphasize this by use of illustration of chrysalis and butterfly, or a grain of wheat which seemingly dies but yields a hundred-fold. If this does not satisfy, illustrate the continuance and eternity of life as follows: Two and two make four. Will there ever come a time when two and two will not make four? Bring out: As that truth must live forever, so the life of truth in us must live forever. Do not argue the case with your class. Rest in this: Since Christ rose from the dead, we shall rise also.

Show pictures bearing on the resurrection, explaining and questioning. Devote a few minutes to narrative of last lesson. Close with a brief prayer.

39. THE RISEN KING AMONG HIS FRIENDS

Have narrative of first half of last week's Lesson read by one pupil; second half by another. Ask for criticisms.

Begin this lesson by stating: After his resurrection Jesus appeared a number of times to his disciples and friends. So there can be no doubt of his resurrection.

1. To whom did he appear first? "a" Can you

give the names of any of these women? After answers have been volunteered use references. Ask "b", "c", and "d", using the references and bringing out the obvious conclusions.

2. Then ask: To whom did Jesus appear next? Use reference. Ask "a". Let pupils express themselves about her, then refer to Bible Dictionary and Lesson 20, 19b. Ask "b", recording his words. Under "c" have pupils read the reference, and tell the rest of the story.

3. State: That same day toward evening Jesus appeared to some one else. Use reference. Emphasize time by asking "a", and getting this answer: Same day toward evening. Then ask "b", having pupils locate it on their maps. Introduce "c" by saying: As these two men were walking along a stranger joined them. Ask: Who was he? Reference tells us. "d" They found out who he was, not by his looks, but in a very peculiar way. Use reference, bringing out: The way in which he blessed the bread, and gave it to them. Ask "e" They were so glad they returned to Jerusalem to tell the other disciples.

4. The next appearance of Jesus was to a man, who had been one of Jesus' most intimate friends. Have pupils use reference. Bring out that Simon was Peter, one of the twelve disciples and one of Jesus' favorites.

5. Begin by saying: The next appearance of Jesus was different from those we have named. The door was shut, yet Jesus came through the closed door and stood in their midst. Have pupils read reference, bringing out this answer: Ten disciples. Then ask "a", "b", "c".

They doubted a little whether it was Jesus: How did Jesus convince them?

6. Some time after this Jesus appeared again. Ask: To whom? When and where? Then state "c": Thomas was present and to him Jesus said something. What? Have pupils use reference. Under "d" bring out that Thomas was convinced that it was Jesus against his strong prejudice and doubt.

7. State: We shall find something interesting in Jesus' seventh appearance. Ask: To whom? Then bring out that his seventh appearance was to just seven men. Then ask "a" and "b". They were not sure at first that it was Jesus: How did they become convinced? Bring out that it was the miracle which convinced them. They were debating for a while who it was: Who first discovered that it was Jesus? Use reference, then state: It was early in the morning and they all had breakfast together. Have one pupil read reference and tell about it.

8. Begin this paragraph by saying: Suppose it was known that a great and good man who had been dead thirty days would be at church next Sunday, how many people would be there to see him? Permit free expression, then add: Something like that occurred when they knew Jesus would be in Galilee. A big congregation of disciples met him there. Then ask "a" and "b". State as in "c" and bring out: "Go ye into all the world," etc. Picture Christ saying these words. Ask: What gesture did he make as he said them?

9. Here state: Jesus' ninth appearance was to only one man, but a man who was going to become great.

Use the reference, then ask "a", bringing out that this James was Jesus' brother. Then ask "b". Bring out that this man a year or so before thought Jesus was not quite right, but that since Jesus' death and resurrection he had thought differently.

10. Here state: Now we come to Jesus' farewell. Talk about farewells before going on a long journey. About farewells when one is about to die. Then ask: Who were present at Jesus' farewell? Ask "a" and "b". Then talk about last words of some man when he is starting on a long journey, and ask "c". Then ask "d" and "e".

40. THE KING AT THE RIGHT HAND OF HIS FATHER

1. Begin by asking where the good and holy people of the world go when they die. Then ask: Where did Jesus go after he gave the disciples farewell? Then say: How do you know he went there? Then bring out that he was seen there by some persons. Ask: Who those persons were and have references under "a" and "b" read.

2. Then ask: What do you think Jesus is doing there? Permit freedom of answer, then use the references. Bring out "a" that he was helping the disciples with their work upon the earth. "b" Reigning like a King. "c" Sending the Holy Spirit. "d" Answering our prayers.

3. Ask: What do you think his condition is there? Is he high or low? Hated or loved? Use references,

bringing out "a" That Jesus was highly exalted, and "b," given a place of great glory and honor.

4. State: He is a King upon a throne. How treated by the angels and saints in heaven? Bring out from the references: "a" He is worshipped; "b" Praised; "c" Served by them as soldiers serve a King.

5. Ask by what name Washington is known. Father of His Country. By what names do you think Jesus is known? Have references read, bringing out from "a" Prince and Savior. "b" Prince of Life. "c" A name which is above every name, "d" Potentate. "e" King of Kings and Lord of Lords. Bring out that this means, a king who has kings for subjects.

6. State here: Jesus is still living in the world. We cannot see him but we can feel him. Bring out from references: "a" He was with the disciples working with them. "b" Giving men the Holy Spirit. "c" Through his disciples doing signs and wonders. "d" Helping holy men to perform miracles. "e" Helping the disciples to make converts to his cause.

7. It sometimes happens when the general of an army is killed, that the army retreats. Sometimes when a minister leaves a church the church dies. How was it with Jesus' work when he was crucified? Bring out that his friends took up his work. "a" Who were some of these friends? Use reference. "b" Another disciple who took Judas' place. "c" Another, and so on through the list, using the references.

8. Jesus has many disciples who are working for his cause today. Have pupils name six persons whom they know personally or know about. Do not accept names

of those who are not faithful. The temptation will be to name only ministers. One should be a missionary, one a good church worker, another a philanthropist, and so through the list.

9. Now ask: Do you think Jesus the King will come again? Permit free expression then use reference. Ask: Would you like to have him come now? Why or why not? Would you go to see him? What would you say to him? What do you think he would say to you? What would you do for him? Call attention to illustration, Jesus Knocking at the Heart. Ask: Jesus is knocking will you let him in? How are you going to act toward him?

Plan now for last examination. Hold it on a week day evening at your home. Have class portfolio there, finish the work on it. Follow examination with social hour and give a talk to the class about the joy you have had during the year. Express the hope that they may have the desire and the purpose to live a holy heroic and helpful life after the manner of Jesus. If you have done faithful work such as Jesus would have done, you may be sure the seed will bear abundant fruit. May the Blessing of the Lord Jesus be upon you, and your class.

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